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AUTHOR MacDonald, Emma; Bridges, Alton
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ABSTRACT

This handbook is intended to assist teachers of handicapped persons, teacher educators, and educational agencies charged with the task of preparing curriculums for the handicapped. Primarily geared to secondary level vocational programs, the guide presents a program designed to help handicapped students learn job skills at levels they would be unable to attain without special help. The program provides for modification of courses and supplementary services to meet individual needs. Included is information on the following topical headings: (1) Secondary Vocational Programs for the Handicapped in Maine, (2) Guidelines for Organizing Secondary Vocational Programs for the Handicapped, (3) Special Certification of Teachers of Educable Mentally Retarded Children, (4) Criteria for the Approval of Programs for Handicapped Persons, (5) Curriculum Guidelines, and (6) Job Simulation Centers and Areas of Skill Training, Evaluation Forms for Vocational Programs for the Handicapped, a bibliography, and appendixes containing illustrations, legislative policies governing programs, and budgetary information supplement the text. (Author/SN)

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HANDBOOK FOR

VOCATIONAL PROGRAMS FOR THE HANDICAPPED

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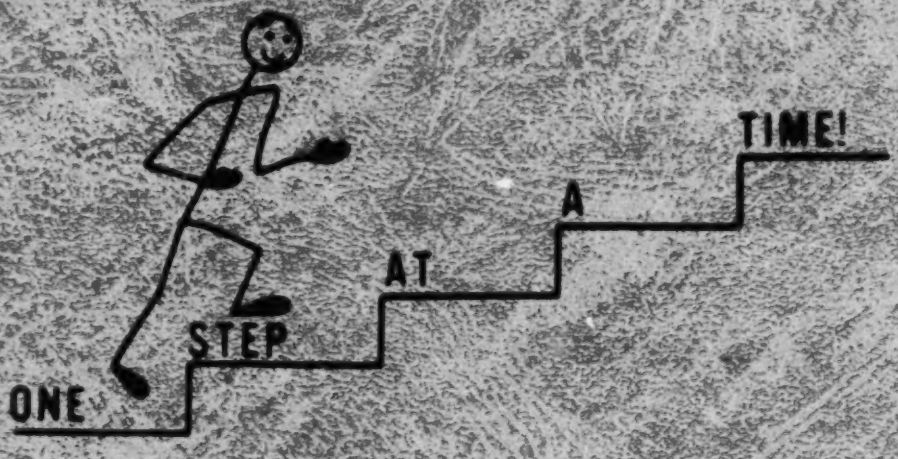

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1972

Bureau of Vocational Education
State of Maine Department of Educational and Cultural Services
Augusta, Maine

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HANDBOOK FOR

VOCATIONAL PROGRAMS FOR THE HANDICAPPED

June, 1972

Issued by:

Maine State Department of Education
Augusta, Maine

Alton G. Bridges
Consultant, Vocational Programs for the Handicapped
Bureau of Vocational Education

Emma J. MacDonald
Curriculum Consultant (Special Education)
Division of Curriculum Resources

Foreword

Vocational education for the handicapped is designed to help handicapped students learn job skills at levels they would not be able to attain without special help. Under these programs courses may be modified and special supplementary services, such as work experience, may also be provided.

This handbook describes guidelines that may be followed by teachers to prepare students for entry level employment. Local educational agencies will find it helpful in preparing curriculum materials for the handicapped, and institutions that train teachers of handicapped persons may want to consider some of the suggested guidelines.

Development of this handbook for teachers of handicapped persons is a tribute to those educators who recognize that handicapped students need occupational training.

Much credit is due Emma MacDonald and Alton Bridges who worked with teachers in preparing this handbook.

Elwood A. Padham
Associate Commissioner
Bureau of Vocational Education

PREFACE

This Handbook was written and assembled so it might be used as a guideline for secondary vocational programs for the handicapped.

In each state, programs are now training handicapped young people for work, offering them work experience as part of their school schedule. Through a variety of experiences they are being prepared for economic self sufficiency.

In these special vocational programs every child should have the opportunity to partake in what is being called "career education", an education which exposes him to a variety of work related experiences and which develops attitudes and skills relevant to future employment.

Career education and education for the handicapped have been recognized as two of the nation's primary educational needs by U.S. Commissioner of Education Sidney P. Marland in his recent statement of priorities:

(1) The development of a national goal to provide full educational opportunity for every handicapped child in this country by 1980

(2) The provision of career education to all who can benefit

Ultimately, of course, the definitive goal for both the handicapped and nonhandicapped is a productive, satisfying life as a member of society. Although successful employment is one of the major goals of educational programing for the handicapped, there are other goals which are very important, such as social activities, communication skills and the ability to enjoy leisure time - all essential to a full life.

All secondary classes for the educable mentally retarded should definitely be vocationally oriented and should have the work-study type of program. Gradual integration with "regular" students is strongly urged in homerooms, physical education, art, music and the shop areas wherever possible. The certified educable mentally retarded teacher should be responsible for al' areas of academic work.

We hope this Handbook will prove to be of service to those who will be organizing and carrying out secondary programs for the handicapped. It is very important that close cooperation exist between the Vocational Education teachers and the Special Education teachers of the handicapped. It is only in this way that a successful work-study program can be carried out.

Alton G. Bridges

Emma J. MacDonald

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SECONDARY VOCATIONAL PROGRAMS FOR THE HANDICAPPED

IN MAINE AS OF JUNE, 1972

From Vocational Education Amendments of 1968---Public Law 90-570 "Vocational education for handicapped persons. At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons."

The following secondary programs were funded under this Vocational Education Amendment of 1968. These have usually been funded on a three-year declining basis.

Started in 1970-71	Biddeford	South Paris
	Bridgton	Van Buren
	Farmington	Waterboro
	Newport	Waterville (funds for equipment)
	Rockland	

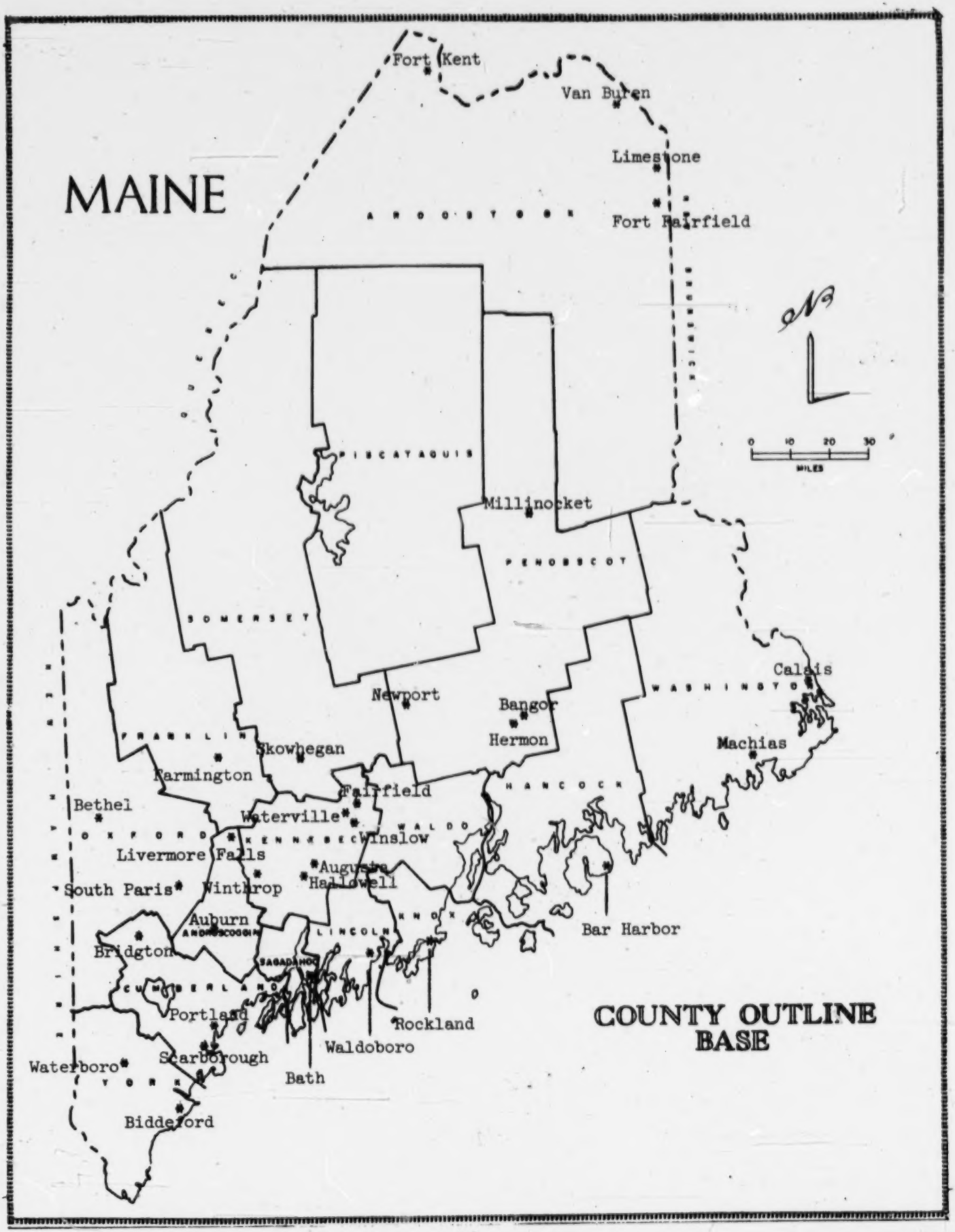
Started in 1971-72	Biddeford (2nd class)	Scarborough
	Farmington (2nd class)	Van Buren (2nd class)
	Hallowell	Waldoboro
	Hermon	Winthrop
	Machias	
	Newport (2nd class)	

To be started in 1972-73

Bangor (2nd class)
Calais
Fort Fairfield
Fort Kent
Sanford
Possibly Others

Other secondary classes for the educable mentally retarded in Maine are as follows --- but these were not funded through Vocational Programs for the Handicapped:

Auburn (New in 1972-73)	Fairfield
Augusta	Limestone (new in 1972-73)
Bangor (1 class)	Livermore Falls
Bar Harbor	Millinocket
Bath	Portland (2)
Bethel	Skowhegan
	Winslow


MAINE
Fort Kent
Van Buren
Limestone
Fort Fairfield
AROOSTOOK
PISCATAQUIS
Millinocket
PENOBSCOT
SOMERSET
Newport
Bangor
Hermon
Calais
WASHINGTON
FRANKLIN
Skowhegan
Farmington
Machias
HANCOCK
Fairfield
Bethel
Waterville
WALDO
OXFORD
KENNEBEC
Winslow
Livermore Falls
Augusta
Hallowell
South Paris
Winthrop
Auburn
ANDROSCOGGIN
KNOX
Bar Harbor
Bridgton
LINCOLN
SAGADAHOC
CUMBERLAND
Portland
Rockland
Waldoboro
Scarborough
Waterboro
YORK
Bath
Biddeford
0 10 20 30
MILES
COUNTY OUTLINE
BASE

GUIDELINES FOR ORGANIZING

SECONDARY VOCATIONAL PROGRAMS FOR THE HANDICAPPED

I. Goals of the Program Should Be
Clearly Stated
Meaningful
Suited to the Needs of Handicapped Children
Stated in Observable or Measurable Student Behavior

II. Administration and Educational Leadership Should
Be Oriented and Well Informed
Provide Administrative Assistance and Guidance
Provide Dissemination of Information
Provide Practical Assistance and Moral Support of Program

Regional Concept Should
Involve Surrounding Areas

III. Student Admission Policies Require:
I.Q.'s Between 55 - 75, Also Accepted up to 80
As Result of Psychological Testing on a
Stanford-Binet, or WISC; WAIS for those 16 or over

Other Factors to be Considered:
Child's Ability to Function Effectively in his Environment
Any Accompanying Handicaps Such as Sight, Speech, Hearing,
Motor or Emotional Difficulties.

IV. Class Size and Age Range
Secondary Classes May Have 20 Pupils If:
Pupils Integrated in Regular Homerooms
Pupils Integrated with others in
Physical Education, Music, Art,
Home Economics, Shops.
Academics are Taught by the Certified Special Education
Teacher
May not Have More Than 15 at Any One Time for Academics.

Age Range is Usually 15 or 16-20 for the Secondary Work-Study
Programs for the Educable Mentally Retarded.

V. Program and Curriculum

Pupils Should Be Integrated with Regular Students in Homeroom, Art, Music, Physical Education, Shops and Home Economics.

Academic Program Should

- Be Under Certified Special Education Teacher
- Develop Citizenship and Community Awareness
- Develop Pride in Self
- Be Vocationally Oriented
- Be Geared to Work-experience Part of the Program
- Be Organized at Various Levels According to Abilities of the Student
- Allow Integration with Regular Classes <u>if</u> Pupil is Capable of Doing So.

Instructional Supplies and Materials Should Include

- High-Interest, Low-Vocabulary Books
- Materials Supplied for Practical Application of Basic Skills
- Vocationally Oriented Materials
- Materials at Different Levels to Meet the Needs of Individuals
- Library Books and Magazines Available
- Others

Audio-visual Materials and Media Suggested:

- T V
- Tape Recorders
- Audio or Cassett Recorders
- Slide Film Strip Projector
- Overhead Transparency Projector
- Video Camera and Recorder
- Motion Picture Projector
- Special Learning and Visual Equipment
- Others

Vocational Program Should Involve:

- Evaluation Laboratory
- Home Economice Laboratory
- Shop and Vocational Facilities
  - Handicapped integrated in Regular Vocational Areas, if possible
- Close cooperation between Vocational Instructors and the Certified Special Education Teacher.

V. Program and Curriculum (continued)
   Work Experiences Should
      Be Meaningful to the Student
      Be On Campus First
      Be Part-time in Community
      Be Full-time in Community
      Lead to Placement
      Have Follow-up

VI. Personnel Involved in the Handicapped Program
      Administrator
      Guidance Counselor
      Coordinator for the Program
      Certified Special Education Teacher for Academics
         This Teacher is Responsible for Coordination of the Total Instructional Program for These Pupils Within the School
      Vocational Teachers
         Industrial Arts Teachers
         Teachers in T & I Areas - Which are Applicable
         Teachers for Agriculture Programs
         Distributive Ed.
         Paraprofessionals

VII. Local Involvment
      Advisory Committee
      Vocational Rehabilitation
      Maine Employment Security
      U.S. Department of Labor
      Parents
      Local Merchants
      Others

VIII. Funding
   Federal Funding - Special Proposal Necessary
   State Funding, As Regional Vocational Centers, 2/3
   Local Funding - Subsidized by the State for Special Education

SPECIAL CERTIFICATION OF TEACHERS

OF EDUCABLE MENTALLY RETARDED CHILDREN

Basic requirement is eligibility to an elementary or secondary certificate of provisional or professional grade. Twelve hours are required in the field of the exceptional child.

If one meets the above requirements, except for the twelve hours of special education, a special one-year conditional certificate can be granted after six hours which should include two of the following courses:

Methods of Teaching the Retarded Child
Curriculum for the Retarded Child
Psychology of the Retarded or
Psychology of the Exceptional Child
Federal Institute on Mental Retardation
Observation and Practice in Special Education

Six more hours must be earned before the second year of teaching and before a special five-year certificate is granted. Courses which are accepted for further certification are:

Education of the Emotionally Disturbed
Nature and Needs of the Retarded
Problems in Education (Retarded)
Physical Education for the Mentally Retarded
Education of Culturally Deprived Children
Introduction to Speech Pathology or
Problems in Speech and Language Development
Education of the Exceptional Child

For renewal of a five-year certificate the following would also be acceptable:

Learning Disabilities
Workshops on Exceptional Children
Education of Trainables

Courses not accepted toward special certification are:

Remedial Reading
Abnormal Psychology
Tests and Measurements
Individual Psychological Testing
Psychology of Childhood
Psychology of Adolescence
Psychology of Learning
Mental Hygiene

These courses are fine for special class teachers to have, but do not necessarily improve their teaching of the mentally retarded.

IMPORTANT: All questions relating to certification should be directed to the Division of Professional Services, State Department of Education, Augusta, Maine 04330

CRITERIA FOR THE APPROVAL OF PROGRAMS FOR HANDICAPPED PERSONS

I. SCOPE

Handicapped persons are identified as those individuals who are mentally retarded, deaf, speech and hearing impaired, visually handicapped, seriously emotionally disturbed, crippled, or have other health impairments which, by reason of their handicapped condition, cannot succeed in a regular vocational education program. These individuals require modified programs of vocational education at the secondary and post-secondary level in order that they may benefit from training which will permit them to find their place in the world of work. Programs of vocational education should be developed, utilizing the Justification Guide Sheet (Appendix A), that identify the handicapped, are geared to their unique needs and capabilities, and are occupationally oriented.

II. SEQUENCE

Any program sequence may be developed which recognizes the unique needs of the handicapped. Instruction may be in the form of special classes in school, semester or full classes, a sequence of one, two, or three year programs, or part-time evening classes.

III. REQUIREMENTS

A. Program and Scheduling

1. Content

Programs designed for handicapped persons shall be in accordance with the occupation into which students are being oriented. An occupational analysis shall be

utilized to identify those experiences and knowledges to be included in instruction with consideration given to the unique needs and capabilities of those to benefit from the program.

2. Scheduling and Minimum Requirements

   a. To be eligible for enrollment in programs for handicapped persons, the student must have attained the age of 14 and not exceed the age of 20, or have graduated from high school.

   b. Handicapped students considered for individual or class programs under the Vocational Education Amendments of 1968 must have undergone appropriate medical and psychological testing, according to the standards established for similar programs already being administered by the Maine State Department of Education.

   c. Criteria developed by the Department of Health & Welfare and the Division of Curriculum Resources of the Maine State Department of Education shall be used to identify prospective students.

   d. Training programs shall meet the criterion and follow the guidelines as set by the Division of Curriculum Resources.

   e. The I.Q. level is very flexible and is not strictly adhered to in dealing with handicapped persons, except when applied to mentally handicapped.

   f. Training programs should be of sufficient duration to provide for minimum occupational competencies.

3. "Handicapped Persons" mean

   a. Mentally retarded

   b. Deaf

   c. Speech and hearing impaired

   d. Visually handicapped

   e. Seriously emotionally disturbed

   f. Crippled

   g. Other health impairments

B. Space, Equipment, Maintenance and Teaching Materials

1. Should be sufficient for number enrolled and appropriate to the individual student needs.

IV. APPLICATION PROCEDURES

A. Completed application will be submitted to the State Director of Vocational Education and shall be described in the following manner:

1. Program: A statement of the nature, need, purpose and objectives of the program for handicapped persons in relation to vocational education.

2. Procedure: Program applications shall provide the following specific information:

(a) Nature of the program, including objectives stated in terms of behavioral changes and expected outcomes.

(b) Population group to be served.

(c) State the nature and extent of coordination with other local, state and federal programs and agencies in developing this program.

(d) Duration of the program.

(e) Time schedule and how this program will be implemented.

(f) The manner and extent to which information about this program will be disseminated.

(g) Facilities to be used (if applicable).

(h) Evaluation to be made.

(i) Assurance of maintenance of effort.

(j) Fiscal breakdown of program.

V. TEACHER AND CERTIFICATION AND QUALIFICATIONS

Teachers of academic subjects, such as English, languages, arithmetic, social studies, or science, must be certified in Education of the Educable Retarded. The teacher shall be the coordinator of the full program for each student in his class. However, teachers of vocational subjects, such as home economics, various laboratory areas, music, art, physical education, etc., need not have special certification other than that for the area they are to teach.

General Checklist for Proposal and Program Review

Reviewing Consultant

Date reviewed

Proposal Title

School or District

Acceptable Yes ☐ No ☐

Funded Yes ☐ No ☐

	Acceptable	Not Acceptable	Not Applicable
Consistent with standard criteria:			
1. In compliance with regulations which are applicable to all programs			
2. Eligible for funding under formula			
3. In compliance with State Plan requirements for determining relative priorities			
4. Includes a statement of:			
a. need for the program			
b. nature of the program			
c. program objectives (stated in measurable terms)			
d. description of population group to be served			
e. nature and extent of coordination with other programs and agencies			
f. time schedule and plan for implementation			
g. duration of the program			
h. manner and extent to which information about the program will be disseminated			
i. facilities and/or equipment to be used			
j. nature of evaluation to be made (tied to objectives)			
k. assurance of maintenance of effort			
l. willingness to involve staff in related upgrading programs			
m. evidence of manpower need - job opportunity			
n. evidence of educational need - student interest			

Other considerations:	Acceptable	Not Acceptable	Not Applicable
a. site visited and assessed in respect to proposal			
b. potential for regional participation			
c. involvement of advisory persons or groups			
d. budget properly detailed			
(1) justification for those items not common to such programs			
(2) justification of all major items			
e. properly signed*			

Additional comments: (special considerations, reservations, conditions, etc.)

*Five copies must be provided with original signatures by the applying superintendent. The superintendent's signature implies that he has acquired his Board's approval.

CURRICULUM GUIDELINES

PROGRAMS AND SERVICES

The following sections under Programs and Services were taken from VOCATIONAL EDUCATION FOR HANDICAPPED PERSONS HANDBOOK FOR PROGRAM IMPLEMENTATION, a document which resulted from the National Conference on Vocational Education for Handicapped Persons held in Pittsburgh, February 25 - 27, 1969.

The task of educators is not merely to equip handicapped youth with saleable skills. They are committed to the greater challenge of providing students with an educative process which meaningfully and realistically prepares them for responsible competency and fulfilling involvement as workers and citizens. This curricular commitment begins before the secondary vocational level. With handicapped students, vocational education should begin early in the school experience. To reduce and remove later hindrances to employability and to training it is suggested that responsibility for pre-vocational education of the handicapped begin on the day of initial school enrollment. Ideally, a pre-vocational program must be provided in which the handicapped acquire interests, skills, attitudes, and knowledge necessary for later, successful occupational adjustment. This calls for a curriculum design which is carefully articulated between vocational-technical and special education personnel.

A question which may concern the vocational-technical educator is:

> Are there common needs and characteristics of the handicapped students that should be recognized as we plan his program of services?

The handicapped person:

1. may fail to possess feelings of personal adequacy, self-worth, and personal dignity; may have failed so often in school that he is provided with a feeling of hopelessness. May also be unable to accept the disability which has been reinforced by society's negative stereotyping.

2. may frequently be a disabled learner limited in his capacity to master basic communication and computational-quantitative skills.

3. may have limited mobility within his community and thus have little knowledge of not only the mechanics of getting about, of how to use public transportation, but will lack important information regarding the community's geography, institutions, and places of commerce and industry. As a result, he may not view himself as a part of his community.

4. may possess personal-social characteristics which interfere with his ability to function satisfactorily in a competitive work setting.

5. may be affected by chronic illnesses and by sensory-motor defects which reduce his effective response to training and placement.

6. may possess physical characteristics which can elicit rejection and can be viewed by peers, teachers and employers as unpleasant.

7. may lack goal orientation and particularly that which relates to selection of an occupational training area and the anticipation of fulfillment in that area.

8. may have unrealistic notions as to what occupational area would be most appropriate.

9. may lack exposure to worker models. This is particularly true of the large number of handicapped youth whose families receive public assistance or who are plagued by chronic unemployment.

RECOMMENDED PROGRAM COMPONENTS

PRE-VOCATIONAL EVALUATION
COMMUNICATION SKILLS
COMPUTATIONAL AND QUANTITATIVE SKILLS
OCCUPATIONAL INFORMATION AND CIVIC RESPONSIBILITY
SKILLS TRAINING (OJT-TRAINING)
PLACEMENT AND FOLLOW-UP

Pre-Vocational Evaluation as a Major Function

An on-going comprehensive, diagnostic service is needed in the program to give both student and staff members regular and repeated appraisals of vocational direction and potential. This will be referred to here as pre-vocational skills evaluation. The vocational educator will need to be involved to understand this process. While pre-vocational evaluation is probably accomplished best when staffed by personnel specially trained in that area, the continued and shared assessment of each student's employability characteristics is ever present in each service area of the program and is one in which the student is always deeply involved.

Pre-vocational evaluation is an integral part of the total habilitation process. It provides comprehensive assessment of the student's potential aptitudes and interests prior to any training and placement. It functions to give meaning and direction to curricular efforts as they relate to the program needs of individual students.

What Will Be Evaluated?

1. Basic Academic Skills Related to Communication, Computation, and Quantification:

   - Reading, writing, alphabetizing, self-expression, listening, counting, ability to make serial arrangements by number, measuring length and weight, making change, telling time, etc.

2. Skills Related to Work Performance in the Follow-Up Job Activities:

   - Assembly and disassembly of gas engines, electrical motors, etc.
   - Stitching, threading and operation of sewing machine
   - Clerical tasks such as filing, envelope stuffing, sorting, packaging, knotting and tying.
   - Custodial tasks
   - Recognition and use of basic hand tools
   - Landscaping tasks
   - Simple preparation of food
   - Warehousing tasks

3. Personal-Social Skills

   - Ability to get along with peers and with those in authority
   - Ability to work without constant supervision
   - Punctuality and attendance
   - Stick-to-itiveness (perserverence)
   - Cleanliness, grooming and general appearance
   - Courtesy and acceptable manners

4. Skills Related to General Work Orientation

   - Ability to remember work procedures
   - Adherence to safety rules and observance of caution
   - Following directions
   - Ability to move about the community and use public transportation
   - General physical health
   - Consumer "sense" (ability to make wise purchases, to understand relationship between work done and money earned.)
   - Degree to which student understands relationship between his training potentials, opportunities and eventual placement
   - Student's understanding of occupational or job information

Who Will Evaluate and Where Will It Be Accomplished?

Pre-vocational evaluation can be provided in facilities operated either by the public schools or by a private agency. When carried on in the school, vocational educators have the facilities and the skills necessary to aid in the provision of this assessment. Working in close cooperation with a special education teacher an assessment schedule can be developed with each staff member undertaking specific portions of the process.

Since vocational educators are usually aware of the levels of skills necessary to obtain employment in a specific occupation, they can help to develop precise evaluation tasks. If a boy is to be successful as an auto mechanic, he will be expected to have an interest and aptitude in working with selected tools common to that area. The vocational educator can help to determine if the boy can use these tools or has the potential to learn to use them after a reasonable period of training. Similarly, there is a reading vocabulary associated with each given area. The determination should be made as to the training needed to familiarize the boy with that vocabulary. The resulting training might jointly involve the vocational educator and the special educator.

In any occupation there are personal and work adjustment skills associated with the job. Working cooperatively, the vocation educator and special educator can examine the student's present level in relationship to these skills and devise a training plan to remediate any deficiencies.

For some programs for the vocational education of the handicapped it will be feasible to identify a classroom or shop area as a pre-vocational evaluation laboratory where students can be observed and evaluated under formal and controlled conditions. In such a laboratory setting, there is assembled a variety of tools, materials, machines and equipment used to assess eye-hand coordination, perceptual abilities, sorting and size discrimination, use and familiarity with basic hand tools, simple clerical tasks, assembly and disassembly of mechanical devices including varieties of gasoline engines, generators, electric motors, and appliances. Vocational educators are ideally equipped by training to operate such a facility.

Four General Areas Of Work Adjustment To Be Covered

1. Performance skills -
   These include dexterity, decision making, remembering procedures and locations, following directions and observance of safety rules.

2. Work Tolerance -
   Considered here are such factors as tolerance for repetitive or monotonous tasks, physical stamina and resistance to fatigue.

3. Time Factors -
   Within this category are such factors as attendance and punctuality, speed and consistency, and the ability to perform several operations within a brief period of time.

4. Social Skills -
   Here the concern is with the degree to which the handicapped youth relates satisfactorily with peers, possesses an acceptable appearance and accepts the authority and direction of the work supervisor.

ACADEMIC SKILLS

Handicapped youth, particularly those with learning problems, when placed in vocational training areas, frequently discover that the acquiring of a skill is dependent upon a higher level of academic competence than they possess. Such a handicapped student in an auto mechanics class may lack the ability to read the service manual or parts catalog, be unable to understand cubic displacement, or read a vacuum gauge. Likewise, this student in a food service training area may be unable to read recipes or have sufficient computational skill to manage problems in quantity cooking. To a lesser degree other deficits in writing, following directions, speaking, etc. can hinder a young person's success in vocational education.

The academic abilities related to skill acquisition are an integral part of the total program. The single most important concept to be remembered is that traditional concentrations on academic achievement are not required. Students should have functional use of those skills which will be needed to succeed in training. Academic skills are also important to the young person in general life adjustment.

An academic program must be relevant to the individual needs of each young person. A prescriptive approach to academic instruction assures that each person will have the opportunity for a sufficiently general program with specific concentration in areas of greatest deficiency or in an area vital to prospective employment.

The vocational educator can aid in the coordination of programs for handicapped individuals in academic and personal-social areas by cooperation with both the special education teacher and the student. Close liaison can be created through regular planning conferences where the total program for each individual handicapped student is worked out. Both vocational education and special education teachers can exchange information on academic and personal-social progress and plan prescriptive instruction.

Handicapped students with learning problems require considerable individual attention from an instructor in understanding basic concepts in communication, computation, occupational information, and personal-social skills. Teachers and counselors can provide the student with the opportunity to develop the skills which will be required for success in training and later work adjustment.

Communication Skills

Reference is made here generally to those competencies in reading, writing, listening, and speaking. Regarding the development of the handicapped youth's reading skill, teachers begin with the level of skill possessed and provide for improvement, keeping in mind that the primary concern is that youth's growth toward training and employability. It is important, for example, to know whether or not a person can read signs like Stop, Danger, Exit, Men, Women, and other everday terms.

The individual should be able to recognize key words in application forms, tax withholding forms, and similar materials. There are words which are associated with equipment, instructions, and standards which should be recognized.

Commerically produced instructional materials are rarely as relevant as the teacher may need in specific teaching situations. For this reason, simple and efficient materials can be developed by the teachers as they are needed. These can be supplemented by remedial materials when adapted for use by handicapped individuals. Remedial materials are especially useful where a severe reading handicap exists.

Often young people are challenged and motivated by special interest publications such as Motor Trend, Hot Rod, Popular Mechanics and Popular Science for boys and Glamour, Seventeen, and Ingenue for girls. Copies of Look, Life, Ebony, Reader's Digest and daily newspapers provide a wealth of valuable teaching material. The state driver training manual, in some states, motivates young people who are at an age where learning to drive is important.

There are many free or inexpensive sources of instructional materials. Many commercial firms (Kraft Foods, Dairymen's Council, Ford, General Motors and others) can supply high interest, low reading level materials. Labor unions similarily provide publications.

Audio-visual materials, when properly used can supplement a program effectively and help to train visual and auditory concentration so vital to learning complicated procedures in many occupational areas. Speaking skills can be developed through the use of tape recorders.

Speaking and listening skills are also taught through the use of group discussions and role playing situations. Topics should be chosen which are relevant to each person's experiences, either of an occupational or social nature.

Computational and Quantitative Skills

As in the development of communications skills, efforts to develop computational skills are vocationally oriented. In addition to those skills needed for a specific vocational area, students are taught to understand the computation of pay checks, and the deductions which are necessary. In addition, students need to manage some of the computational problems relating to social security, pensions, income tax, and insurance deductions.

Students should acquire the basic skills necessary for wise purchasing, budgeting, and financing. Young people are taught to save part of their income and should be familiar with banking procedures.

When students enter evaluation or training, both the level of performance and potential is assessed to assure that they possess computational proficiencies consistent with the level of aspiration and that appropriate remediation is made available.

Probably the most important arithmetic concepts associated with vocational education involve the ability to understand and use quantitative measures. These are among the most difficult abstractions for handicapped youth with learning disabilities. For this reason special attention is given to preparing the individual who must work with quantitative concepts. Special education teachers try to introduce quanitiative concepts early in the child's school experience. From simple counting exercises, the individual is involved in tasks of increasing complexity with concentrations on knowledge relevant to daily living and potential occupational areas.

When assessing a handicapped youth's potential in a specific vocational area, the ability to work with quantities is given careful attention. Very often the individual can learn to deal with quantities, using contrived systems to make up for an inability in a specific area.

Where it occurs that a special education teacher may lack practical and work oriented experience necessary for the application of quantitative concepts, the vocational educator may wish to assist in order to assure relevance.

Occupational Information and Civic Responsibility

This academic area offers the student an opportunity to become acquainted with varieties of occupations and his level of training as well as the rights and responsibilities of a citizen.

Using a "classroom in the community" concept, teachers and students regularly tour many places of employment in business, industry, institutions, government, etc. providing handicapped youth with a first hand exposure to the nature of a particular job setting. This allows the youth to view himself against the background of that work situation and to become familiar with the surroundings. It gives opportunity for handicapped youths to interview employers and employees and upon return to the school setting to engage in group discussion which results in aiding the youth in gaining more realistic self-evaluation and in achieving stronger goal orientation. Vocational educators can play an important role here in the selection of job site visits and in conducting group discussions both prior to and following the trips.

Extensive use of role playing is used to advantage particularly in practicing employment interviews, or in simulated discussions and conflicts between worker and foreman or between union steward and employer. Selected personnel can be brought into the classroom representing labor unions, employment service, insurance companies, social security administration, and vocational rehabilitation and invited to inform handicapped youth and discuss with them the rights and responsibilities of worker-citizens. Parents and other handicapped students can be profitably involved in vocational education programs as models and participants.

It is most necessary that these disabled students gain an understanding of the functions of our democracy and particularly an understanding of their civic duties and privileges. This is an area of study which can be reasonably and efficiently managed as a part of occupational information instruction.

Personal and Social Skills

Students can be helped through personal counseling and group discussion and the use of visual and other aids to a greater understanding of how employers expect their employees to be dressed and groomed. Beyond employer acceptance, good personal grooming habits are an asset to the self-concept of the individual. Instruction is given in the use of personal grooming aids, sewing, mending, and styling.

In addition to grooming, these young people need to understand the need for proper etiquette and personal behavior. Role playing, group discussions, and film strips can be effective teaching devices. These students need to be aware of appropriate conduct in public places. This can most adequately be taught through repeated exposures to varieties of social experiences in the community as well as in the school.

Handicapped students are often unaware of resources in their home communities which they might use for recreational purposes. This information needs to be made readily available to students through the school program.

Home and Family Living

There are many skills related to home and family which are incorporated into the school curriculum. These include domestic activities, budgeting, purchasing, and child care. In addition to instruction, these students often require guidance to resolve problems as they occur.

Skill Training

We have considered program services which provide employability training, accompanied by intensive and continued pre-vocational evaluation. The series of job-try-outs provided further evaluation and employability training. Frequently these job-try-outs were provided in the school itself. The reader's attention has been called to the fact that the academic portion of the program has depended for its content on teaching prescriptions provided by total school staff. We have noted that the academic content consistently relates to the work world and to the development of acceptable employability characteristics on the part of the handicapped youth. Reference has been made to the strong role the vocational educator plays in this pre-vocational, employability training phase as the youth is readied for specific skill training.

We shall now consider some guidelines for the vocational educator as he trains the handicapped youth for employment.

1. Train for acquisition of basic employability characteristics.
2. Provide the academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
3. Train at a level of competency which matches the youth's potential.
4. Train in an area where the student can master a skill which is saleable.
5. Where possible, combine training in the school with on-the-job training.
6. Be prepared to provide for shorter instructional periods and for longer total time for course completion.
7. Be prepared to repeat segments of instruction, particularly for those students who possess learning handicaps.
8. Make provision for individualized instruction.
9. Utilize demonstration lessons and manipulative endeavor in the case of handicapped students with learning disabilities.
10. Provide for frequent reinforcements of student's progress in learning situations.

11. Make certain to treat all aspects of a learning situation; never take for granted the occurence of incidental learning.
12. Place great emphasis upon safety procedures and caution in the use of tools and equipment.
13. Ensure an emotionally stable and predictable training environment.
14. Make copious use of the pre-vocational evaluation and the vocational counselor's support.

Placement

Throughout the training sequence, the goal of job placement in the community should be considered. The student is being prepared to take a job which is consistent with the training received, personal interests, and with an opportunity for advancement. Since the placement coordinator has been deeply involved in the total sequence of the program, the student's needs and potentials are familiar to him when the time for job placement arrives.

When a student is being considered for placement, several steps may be taken. First, the student's cumulative record is evaluated. This record will include all of the information which has been gained through pre-vocational evaluations and the training sequence. Second, prospective jobs are profiled, listing all requirements for the job. This profile is very specific, so that the individual and the job can be compared. The student plays an important part in the decision-making process to assure that the job is acceptable.

Various resources are available to aid the process of finding a job which is appropriate. The Bureau of Vocational Rehabilitation has resources available to assist. The State employment agency in most states has at least one person charged with the responsibility of arranging job placements for the handicapped.

Job placement for the handicapped in the community requires the selection of employers who will accept disabled youth. Careful consideration should be given to all variables which might affect success. The young person is told what is expected and should have a desire to take the job. Similarly, the prospective employer and his staff are given a profile of the person's potentials and should be willing to work closely with the person, the placement coordinator, and other personnel. The family is constantly involved and their willingness to accept the placement is obtained.

Knowing what a job is about entails considerably more than just understanding the specific tasks to be performed. Hopefully, the young person possesses sufficient skill to get to and from work, to work with others, to work under supervision, and other related skills. The placement coordinator works with the handicapped student to relate specifically to the new job. If the employer has an orientation program for new employees, the placement coordinator should be prepared to interpret it for his new student-worker. Where none exists, the placement coordinator and the employer should work out an individual orientation sequence.

Whenever possible, the employer should take special care to demonstrate all details of the new job prior to placement. This reinforcement is often reassuring to the student. Following the demonstration the student may be given an opportunity to perform the tasks involved. This will serve to reinforce the student's self-confidence.

The student is familiarized with those parts of the physical plant in which he will work. The handicapped student should know the location of the lunchroom, the rest rooms, the payroll office, the medical section and other facilities. It should not be assumed that most handicapped persons will learn these things incidentially. They may be shy, embarrassed, or not even knowledgeable that certain facilities or services are provided.

When the student is introduced to co-workers, the personal dignity of the individual must be maintained. Co-workers may be either helpful or hostile to the handicapped worker, depending often on the manner in which the new worker is introduced. The very fact that a third person (the placement coordinator) is present, indicates that this person is unique.

Follow-Up

The job of the educator does not terminate with the placement of a handicapped youth. This phase of the total sequence is so vital that some authorities look upon the early months of placement as an extension of the training program. The placement coordinator attempts to anticipate problems before a situation becomes bad enough to be irreversible. As with the evaluation and training sequence, follow-up is a team process involving the former student, the parents, the employer, and the school. These individuals, working together, can solve problems before they grow and steps can be taken to remediate deficiencies.

The vocational educator can profit from keeping abreast of the follow-up efforts. Since the objective of vocational education is employment in a job consistent with training, the vocational educator will want to see how the alumni of the program adjust. The feedback from the follow-up program will be used to modify programs to reduce deficiencies. This is especially true as the vocational educator seeks to serve the handicapped. Further training may even be indicated and the opportunity provided.

THREE OTHER ASPECTS OF THE SECONDARY PROGRAM

The following three areas in the study program were taken from A HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL STUDENTS by Kolstoe and Frey

HOMEROOM

One of the critical elements for maintaining the interest of the mentally subnormal youngsters in the school situation is their acceptance by and integration with other students in the school system. For this reason it is strongly recommended that where a homeroom system is used, the mentally subnormal youngsters be assigned to homerooms in the same manner as are other students in the school. In this way the first period of the day, or the homeroom period, is spent in the planning of parties, discussion of manners and ethics, and consideration of responsible school behavior with the other students. This gives them a sense of being a part of the total school program. As the homeroom period ends and the students are dismissed to go to their other classes, mentally subnormal youngsters can then pass to their special classroom or to their work programs in the same manner that other students go to attend shop or physical education or their academic classes. It is extremely important that this integration of the subnormal students into the homeroom programs not be ignored. It seems to be one of the very critical aspects of the entire program, and it may make the difference between the willingness of the students to remain in the school even though they are in a special kind of program and their insistence upon dropping out. A sense of belongingness must not be denied these students.

It is equally important that the students in this program have the opportunity whenever possible to be integrated with other students in the various academic classes.

Critical to this integration is the attitude of the regular teachers. They should treat these youngsters as regular class members and not single them out for special attention or for ridicule. Teachers who display this acceptance attitude should be approached before the scheduling of a mentally subnormal youngster in their classes. Quite often regular class teachers are reluctant or fearful about accepting the mentally subnormal youngsters in their classes. In some cases a friendly chat over a cup of coffee can dispel these fears, but whatever reaction is anticipated from the teacher, the initial contact should be kept informal and tentative until some evidence of the teacher's attitude is apparent. An explanation of the behavior they can expect from a particular youngster may be all that is required. With other teachers it may be necessary to go into a more detailed discussion of the nature, causes, and consequences of mental deficit. Often the suggestion of a trial placement will

bring about the desired cooperation. It should be recognized that for a variety of reasons some teachers simply will not accept these youngsters, and if that is the reaction, a strategic retreat is the only possible recourse.

PHYSICAL EDUCATION

Certainly one of the important kinds of activities in which many of these students can engage is physical education. To whatever extent it is possible, it is highly desirable to arrange for integration in the physical education activities of the school. Furthermore, just the act of engaging in physical activity with the rest of the students in the school may foster friendship - friendship based on what the students can do as people rather than the kinds of academic progress which they may make. What this does to the development of their self-concept and concumitantly to the development of good personal and social behavior characteristics is immeasurable.

Since mentally subnormal youngsters are often inferior in their physical as well as in their personal skills, one of the much neglected activities which could contribute to the development of both kinds of skills is ballroom dancing. To teach these youngsters not only how to dance but also how to behave in such social situations contributes both to their physical co-ordination, their sense of rhythm, and the opportunity to be responsible for and concerned with the activities of another person - in this situation a dancing partner. It also gives them the opportunity to learn to dance in a manner which will be acceptable to their peers. It is difficult to estimate how important it may be for them to feel that they are acceptable in a social-dance situation and that they do not have to be judged by their lack of academic ability; therefore, it is recommended that if special tutoring sessions in dancing skills and in appropriate social behavior in social-dance situations is indicated, it be provided for these youngsters. It seems important to exploit any area which may contribute to their acceptance by their peers and to their own self-concept of acceptability, and this appears to be an activity which lends itself to the development of both.

DRIVER TRAINING

Since the difference between being employed or not being employed often depends on an individual's ability to get himself to and from the work situation, it seems important to consider driver training as a critical aspect of training. To the degree that it is possible to integrate the youngsters in the work-study program in a driver training program, this probably should be done. Once again, it is important to recognize that the mentally subnormal youngster will probably not master the skills of either an intellectual or a physical nature which are necessary to make him a safe driver in the usual period of time. Therefore, it is important that the special class teacher obtain the materials from the driver training instructor which are necessary for the academic part of driver training and

present these materials to the special class students at a speed and in such a way that mastery can be assured. For the physical skills of driving, it is probable that up to twice as much instruction will be needed for their mastery by the mentally subnormal. In this case it is well to remember that the ability to drive a car safely and effectively may be a critical employment skill. It follows that the added time necessary for teaching this skill is well worth investing. If it is necessary to spend one or two or even three years on the actual instruction of driving for the mentally subnormal youngsters, then so be it. However, these youngsters should be given a chance to pass or fail the tests at the same time the other students take the tests so they will not appear to be getting preferential treatment. Subjecting them to the same time schedule as the other students may contribute to a high failure rate at the time of the initial test. The good which can be gained by not giving them differential treatment is well worth the failure. In any case, driving should be considered an extremely important and critical skill which must be taught to the mentally subnormal youngsters.

SAMPLE UNITS OF STUDY

SHOWING

PRACTICAL USE OF BASIC SKILLS

HOME ECONOMICS

PROVIDES VOCATIONAL TRAINING

by Marguerite Schuckman
a teacher at Edison Senior
High School in Stockton,
California.

This article is from THE POINTER/fall, 1971

The girls in my class range in age from 15 to 19 years of age, with IQ's from 50 to 72. Most are from low-income families in minority ethnic groups. Many come from homes with a single parent, the mother, who is working at a low-paying job or receiving welfare.

Because of the girls' low economic background, we provide functional learning experiences by teaching them how to plan and prepare low-cost nutritional meals and how to dress well on a limited budget.

While our home economics program stresses competency in home management and vocational skills, it also opens up to the girls more opportunities for spending their leisure time creatively.

One of the marked differences between teaching normal children and teaching the mentally retarded is that the retarded must be taught the exact way of performing a certain task. Their learning experiences must be specific, concrete, dramatic, and reliant upon the sensory rather than the intellectual. Because they lack the reasoning ability to improvise solutions when confronted with new problems, we must do all we can to teach them the problem-solving techniques and skills they will need.

VOCATIONAL PREPARATION

Since the aim of special education is to prepare these young people to use their acquired skills in a paying job, we help them learn such necessary skills as filling out application forms for employment, Social Security, and so on. This, in itself, is usually difficult. A girl may know her street address, but not know how to spell it. She knows her family has a telephone, but she does not remember the number, unless she carries it around with her. Most of the girls can think of no one to use as a reference. Some do not know how tall they are, how much they weigh, or even where they were born.

The students have to be impressed with the value of punctuality and reliability in order to be successful in obtaining a job. They must learn to be sure that they understand how a job is to be done and to do it the way they have been instructed.

The classroom is the ideal place to inculcate these attitudes and develop these habits. A good correlation can be drawn between the students' attitude toward school and their attitude toward a job, because while they are in school, school is their job.

We also take time to instruct the girls in the appropriate way to conduct themselves during job interviews. We discuss suitable clothing, hair styles, and makeup as well as a realistic expectation concerning pay.

As an extension of the math classes, we show how to figure earnings based on an hourly wage and the difference between gross and net pay after deductions for Social Security, income tax, and so on. We teach how to handle simple banking forms, such as deposit and withdrawal slips and checks.

SEWING PROJECT

Each girl is expected to complete at least one garment during the semester.

We start the sewing class by giving each girl a list of pieces of equipment she is expected to furnish for herself, such as hand sewing needles, a thimble, straight pins, a measuring tape, a big spool of any color thread for practicing sewing, and a pair of scissors.

Each girl is assigned a tote tray in which to keep her materials and equipment for the semester. The girls put their names on their own items so there is a minimum of confusion as to ownership. The closet containing the tote trays is kept locked except when the class is in session.

We demonstrate how to connect the machines to the wall outlet and how to make the machine run, either by foot or knee control. We explain that before actually starting to sew, each girl must show that she can control the action and speed of the machine by running it with a needle, but without any thread on patterned lines mimeographed on 8½-by-11-inch paper. Each girl has to produce two acceptable sheets of each design. The sheets can be checked easily by holding them up to the light, for the little needle holes show up quite readily. Some girls can do these after only a little practice; others may have to spend a week or more before they can stay on the lines.

From here on, the instruction for the remainder of the semester is completely individualized, with each person moving at her own speed and ability.

After a girl completes the paper assignment, she is ready to be instructed in threading the machine. This is difficult for most of them, and it has to be patiently taught and retaught. We then show how to fill the bobbin and thread it into the machine.

Next, each student is furnished with a 12-by-36-inch piece of unbleached muslin. We fold it in half and demonstrate how to sew straight lines one half inch apart, first in one direction down the width of the material, then in lines at right angles to the first rows of stitching.

For some, practice on just one of these samples is enough to show that they have control over the machine. For others, many trials are needed.

When the students complete the samples satisfactorily, they choose patterns. We have large pattern books from the major pattern manufacturing companies. Final approval of the selection rests with the instructor, the pattern must be suitable for a first effort at sewing.

It is absolutely essential that the pattern be as simple as possible, with few constructions. Fortunately, in the last few years some of the pattern manufacturers have developed "Easy-to-Sew" patterns, and we encourage the use of these whenever the designs please the girls. They are also encouraged to make articles of clothing suitable for school or leisure time.

After a girl chooses her pattern, we measure her to determine the size she requires. We have her write on a piece of paper to to take home, the name of the pattern manufacturer, the size needed, and a list of notions, such as thread, zipper, binding, and buttons, suitable for the completion of the garment.

She is cautioned to buy only cotton and to avoid plaids and stripes, since these are difficult to match and frequently require more material than an overall print or plain material.

When the student brings all of the necessary items, we check the pattern against her actual measurements and make any adjustments necessary.

We are now ready to lay out the pattern on the material, preparing it for cutting. We show her what the various arrows and notches mean. She learns that the pattern on the material should look like the pictured diagram for her size and the width of her fabric. She then pins the pattern to the material, but does no cutting until the lay-out is carefully checked by the instructor.

After the girl has cut the material, we show her how to make tailor tacks. With these completed, we begin following the instructions for the pattern, beginning with the stay-stitching, and proceeding step by step.

Almost none of the girls can read or interpret these instructions by herself, so we demonstrate the beginning of each step and tell the individual to continue to a given spot on the material. Soft pencil marks on the wrong side of the material are a big help in telling the girls how long to continue a given procedure.

On the finishing touches, such as hems, the girls are shown how to help each other make the necessary adjustments. The garment is finally pressed neatly and submitted to the instructor for grading. Only then is the student allowed to take it home.

A wide range of abilities exist. Some girls take a whole semester to complete one garment, while others finish as many as four. Some spend much time learning to thread the machine or ripping out poorly done stitching; others proceed at an excellent pace. A number of them take a long time to get started each period; others begin at once and make rapid strides.

COOKING AND NUTRITION

Since these are senior high school girls, their cooking classes represent the last formal vocational training they will receive before entering the world of work. With this in mind, we try to train them for such jobs as kitchen helpers, waitresses, dietary aides, and cannery workers.

To do this, we give them pre-vocational education along several lines. They must know and practice good basic hygiene, particularly as it pertains to food handlers anywhere. They have to learn to wash their hands before working with food. In class, as in a restaurant, or on the line at the cannery, they are to wear a net or snood over their hair to keep it from coming into contact with the food. They need to remember to remove their outdoor sweaters and coats and put on a clean apron before they start to work in the kitchens.

Before they prepare any food, the girls must learn their way around our school kitchens, the names of the utensils we use, how to set a table in the correct manner, which pieces of silver we will need, and where they should be placed.

They have to know where to find dishwashing detergent, dish rags, scouring pads, dish towels, and garbage containers. We teach the actual use of the individual kitchen utensils as the need arises in the preparation of a specific recipe.

We start cooking only after several weeks of introductory material. We move slowly so that each function and procedure is learned thoroughly before we begin the cooking experiences.

Some of the girls have had simple cooking instruction at home; others have done only clean-up chores. Still others have had so little exposure to the kitchen that they do not even realize that we must use a hot pad to remove a casserole from a hot oven. We can assume nothing and begin with the basics.

Each student receives a manila folder in which to keep her kitchen notes; lists of weights, measurements, cooking terms; and recipes for the semester. Between classes, these are kept in the same locked closet where we store the aprons and workbooks for our class use only.

We start with a list of the utensils used as the equipment in each of our six complete kitchens. This includes dishes, glasses, pitchers, silverware, vegetable brushes, strainers, rolling pins, measuring spoons and cups, sauce pans, skillets, various sizes of baking pans, double boilers, cake racks, pancake turners, and mixing bowls. As we talk about each one, we demonstrate the actual article.

Basic kitchen arithmetic is used to show how three teaspoons equal one tablespoon, four tablespoons equal one-fourth cup, and so on.

The instructor demonstrates such basic procedures as basting, chopping, paring, and draining. As she demonstrates, she writes a simple description of each procedure on the chalkboard. The girls copy the information on paper to be kept in their folders.

We then draw a diagram of a place setting and demonstrate the proper arrangement of silver, dishes, glass, and napkin.

The girls must observe such rules of the laboratory as cleaning up any spills on the floor right away, reporting any cuts or burns immediately, and leaving everything in proper order at the end of the class period.

During the actual cooking sessions, all of the ingredients and pieces of equipment needed for the day are placed on the supply table. The girls bring their containers to the central location and measure what they need to take back to their kitchen areas. The instructor supervises carefully to be sure that the girls have the exact amount of the proper ingredients.

For the cooking class, the girls do not bring any food from home. Staple foods, such as flour and sugar, are used from the regular homemaking classes' supply, but a record of amounts is kept, and the special education department is charged for them. Other

foods are purchased from a local grocery which carries an account for the school district.

We start with simple breads which are easy to prepare. The girls are often inspired to prepare them at home for their own families. This serves as a strong motivating factor to try the next cooking project.

Using the same methods, we proceed through biscuits, sandwiches, salads, fruits, vegetables, main dishes (including meat, chicken, fish, eggs, and casseroles), to cookies, cakes, and pies.

Occasionally, a girl will bring a favorite recipe from home that she wants to share with the class, and we use it.

After we finish the cooking, the girls carefully set the table and serve the project of the day. Usually, we add a beverage and, if appropriate, toast or crackers and butter, to simulate a small meal. We emphasize good manners at mealtime; the girls are encouraged to remember the courtesy of "please" and "thank you" and the use of the napkin. Table manners are reinforced each time we serve the food we prepare.

In our cooking class, we use the small worktext We Are What We Eat* Written at about a 2.5 reading level, it has one-page lessons on basic facts about nutrition and wise marketing, followed by one-page completion and matching exercises.

We usually work in these books on Fridays. The girls advance at their own individual speeds under the teacher's guidance. Their papers are turned in for checking and for keeping track of each girl's progress. They are returned to be kept in the individual folders.

Of necessity, the cooking class requires careful planning of our time, for we have only a single 50-minute period daily. Some recipes we prepare partially on one day and complete and serve them the next.

With carefully planned and slow, but intensive, personalized instruction, our retarded girls learn to perform the skills which will enable them to become useful, productive workers in certain jobs and to be more competent in the management of their own homes.

They derive great personal satisfaction from being able to turn out a wearable garment, or a meal that pleases their families and meets their nutritional needs. By being more self-reliant, they become assets to themselves, their families, and the community. The skills they learn also increase their feeling of self-worth.

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* We Are What We Eat, by Hazel Taylor Spitze and Patricia H. Rotz, published by Steck-Vaughn, Co., Austin, Texas.

RETARDED KEEP PACE WITH JET MEAL SERVICE

by James D. Pembroke, a member of the
Manpower Administration information staff.

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(not copyrighted)

1st day---I cleaned the griddle; he watched.
2nd day---We cleaned the griddle together.
3rd day---He cleaned the griddle; I watched.
4th day---He forgot to clean the griddle.
5th day---We had a long talk. For the past three months he has done an excellent job---thorough, conscientious, reliable.
---Report of a Sky Chefs Supervisor

Preparing meals to be served 32,000 feet in the air and 500 or more miles from the kitchen where they are cooked involves problems not encountered even in the most expensive restaurants. Yet, one of the Nation's leading airline caterers has proved that mental retardates can play a useful role in this complex operation.

As a top executive of Sky Chefs, Inc., a subsidiary of American Airlines reports:

> "The mental retardate is hard to teach. He learns hard. But once he learns, he's got it for good, and he's happy doing it."

For several years Sky Chefs has been hiring and training the mentally retarded to help prepare its airborne meals. The company has discovered that mentally handicapped people, if handled patiently and with understanding, can in some instances equal and even surpass the job performance of normal workers.

Although retardates require more training than other employees, Sky chefs management was willing to invest the time. The end result--qualified, reliable employees with durable loyalties--made the added effort worthwhile.

Sky Chefs recently completed an on-the-job training contract with the U.S. Department of Labor calling for the training and employment of retardates in food preparation and packaging in the firm's operations across the country. Under the contract, Sky Chefs received $275 per trainee to help offset the training costs.

Twelve Sky Chefs installations were involved in the program. They are located in or near airports at Boston, Cincinnati, Cleveland, Dallas, Denver, Fort Worth, Los Angeles, Nashville, Oklahoma City, Phoenix, Portland (Ore.), and Rochester (N.Y.).

The 60 retardates who completed training are working as food assemblers, cream machine handlers, utility workers, third bakers, and cafeteria busboys. They are paid the same wage as any other employee doing the same type of work.

Sky Chefs operates mostly behind the scenes. Its mission: In-flight catering and the operation of airport restaurants, lounges, retail shops, and hotels and motels. It employs 4,000 people along the American Airlines system, serves 32 other airlines as well, and produces 28,000 meals a day.

The key to success in this highly competitive food operation is quality production from strongly motivated and reliable employees for whom competence is a way of occupational life.

The mentally retarded who are employed and trained by Sky Chefs have proved they have the determination and ability to develop just such qualities and, once developed, a unique capacity for perseverance.

They are given a high score for overall performance and productivity by company managers. On the average, they are absent less than their fellow workers, are no greater safety risk, and have lower turnover.

Sky Chefs line supervisors also get high marks for accepting the mentally handicapped as regular full-time employees. They are sympathetic, but they make special allowances for retarded employees only where absolutely necessary.

Here are a few case histories:

Rochester, N.Y.---Helen, a 21-year-old Negro woman with an IQ of 62, began training at the Monroe County Airport in February 1967 in raw food perparation (cleaning and cutting lettuce, slicing cooked meats, peeling tomatoes, etc.). Referred by a local chapter of the National Association for Retarded Children, she was slow at first, but after about 3 months she lost her dependency on others. She is now accepted as the group leader in the food preparation department. The unit manager rates her as excellent on productivity, reliability, and enthusiasm. American Airlines travel privileges and courtesies have included a spring vacation in Miami.

Dallas, Tex.---Frank was a 20-year-old Negro who had never before been employed. He was referred to Sky Chefs by the Caruth Rehabilitation Center in March 1967. He first was trained as a "breakdown" man (sorting nine different items into separate trays before the washing-machine operation). Initially, decision-making got him. There were too many too quickly. At this point, the Sky Chefs unit manager stepped in and trained him personally for two reasons: To give Frank the break he badly needed and to show supervisors it could be done. Today, Frank is a veteran with the company. Not only is he a competent "breakdown" man, he now works all stations in the dishroom (feed, take-off, glass washing, carrier washing). Further, he is learning to read and write.

Denever, Colo.---Joseph, in his late teens, began working at the soak sinks, scrubbing casseroles and sorting silverware. Decisions bothered him, too. He was assigned to the night shift, where pressures are considerably less and the night manager could spend more time with him. He began to catch on. It still takes him about 2 months to master each new part of a job, but in a year's time he has mastered five of them--and "mastered" is the right word.

Sky Chefs unit managers have some unequivocal advise to offer other employers: "Definitely hire the handicapped." They are capable of performing many functions that seem routine or menial to other employees.

A close and understanding liaison must be maintained between the employer and the parents or relatives of mentally handicapped employees.

In the Sky Chefs program, early indoctrination was aimed at parents as much as at the retarded employee. Parents were called on; the Sky Chefs program was explained. They were made aware of previous successful employment of the mentally handicapped.

Parents were encouraged to visit Sky Chefs kitchens, to see people at work. They learned that each job is broken down into small components which are taught one at a time, usually one a week.

During training, parents were alerted to be on the lookout for any unusual actions which may serve as a tip-off that the employee is laboring under some kind of confusion or misunderstanding.

A Sky Chefs official in Syracuse puts it this way: "Use retardates initially in repetitive work operations in a stable atmosphere. Don't feel sorry for them; they don't need pity. Make them learn to handle all the situations other employees must handle, but present it in small doses.

"Don't limit retardates to one job permanently. Keep an open mind toward advancement. No one knows how much they can do or learn."

"Finally, don't be discouraged if some don't work out. The overall retention rate will be higher with retardates than other employees."

Acknowledgement:

The following section is from WORK-STUDY HANDBOOK FOR EDUCABLE MENTALLY RETARDED MINORS ENROLLED IN HIGH SCHOOL PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS

California State Department of Education, 1971

(ED057541 not copyrighted)

Job-Simulation Centers and Areas of Skill Training

The work-study program for educable mentally retarded students should provide the personnel, resources, facilities, materials, and equipment for students to have opportunities to develop the skills required for job placement in the community. The schematic drawings in Part VI suggest job-cluster areas (1) that can be developed in the work-study program in the school; and (2) that can be extended toward providing training for specific jobs located in the community.

Figure 1 shows seven suggested job-simulated training centers that can be developed within the total school operation. This example, and the subsequent ones as well, can be used in the work-study program as a training focus directed toward providing facilities for developing skills relative to occupations available within the community. Persons responsible for administering the programs will need to (1) study the employment opportunities within the community; and (2) establish training programs to develop the necessary skills required by the agencies and businesses for successful job performance. All the job-simulated centers should be identified and developed on the basis of the students' needs and the availability of job opportunities.

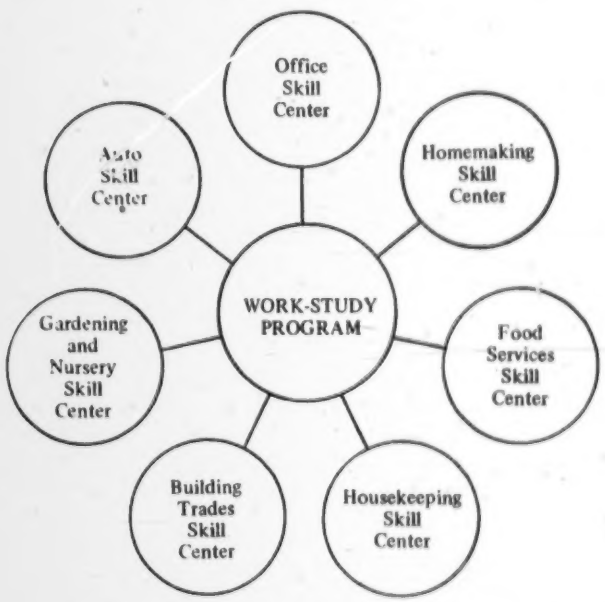

Figure 1. General Job-Simulation Centers

Following the selection of needed skill-training centers, a careful analysis of the specific skills required for satisfactory performance must be made. The term "center" does not imply a separate facility, building, or shop; rather, it refers to a focal point for planning and coordinating a function. It also refers to a general area of training within which many specific skills can be developed to lead to many different job classifications, titles, and job placements. For example, Figure 2 shows that one center can be broken down into many components that are all related and yet different in the final outcome. From the office skill center, specific training can be provided to prepare students to become duplicating machine operators and helpers, messengers, stockroom clerks, clerks, typists, switchboard operators, and many more types of employees. The specific training would be given in the typing room for typists, in the stockroom for stockroom clerks, in the total building for messengers, in the duplicating room for machine operators, and so on. Figure 2 suggests related training opportunities that can revolve around the office skill center.

Figures 3, 4, 5, 6, 7, and 8 provide suggestions for identifying the specialized skills, knowledges, and techniques necessary to perform specific jobs

within a large job classification. The identification of these specialized skills is the result of a detailed task analysis of the job requirements.

Figure 2. Training Areas – Specific Office Skill Center

Figure 3 contains a few suggestions regarding the specialized skills, knowledges, and techniques that one needs for successful performance as a typist. Of course, none of these should be interpreted to be totally inclusive or exclusive. Figure 4 identifies some of the specialized skills, knowledges, and techniques that will be necessary to perform satisfactorily as a messenger; Figure 5, as an office clerk; Figure 6, as a stockroom clerk; Figure 7, as a duplicating machine operator; and Figure 8, as a switchboard operator.

Diagrams for other centers of related jobs, as well as the breakdown of the skill components, are set forth in Appendix G.

Figure 9 provides suggestions and shows the steps necessary in determining a specialized job-task analysis. This is presented as an example that should be used for each of the job titles contained in the total job-training program. The position of typist has been selected for this example. The specific task is defined as typing an original letter from a written manuscript.

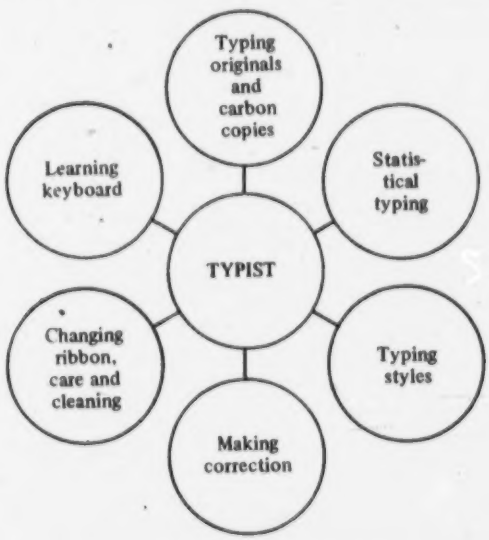

Figure 3. Specific Areas of Skill Training – Typist

Receiving and sorting mail
Planning and organizing delivery routes
Making local deliveries on foot or in bus
MESSENGER
Ordering by number or serialized cards
Reading simple material
School district community orientation

Figure 4. Specific Areas of Skill Training – Messenger

In column 1 the specific subtasks are listed; these must be performed in sequence in order to produce the finished letter. The specific action for each subtask is stated. Column 2 defines the type of performance required for the subtask, and column 3 records the level of difficulty of the subtask performance requirement. Measurement and evaluation, upon successful completion of the subtask, are inherent in the subtask itself. For example, the first sequential subtask in typing the original letter is to select the type of paper to be used for the letter. If the paper is selected correctly, the subtask has been performed. If an incorrect selection is made, the subtask has not been performed, and progress to the second subtask cannot proceed. Failure on any step may indicate that additional training is needed. The

process proceeds from subtask 1 through subtask 10 until the total task is completed.

Again, a job-task analysis breakdown form should be made in connection with each task. Once these forms are available, the student knows specifically what is required of him; the teacher or job trainer knows what must be taught; and both know when the goal has been achieved and to what level of success. Also, the administrators know whether the program is meeting the needs and requirements both of the program and of the students in terms of measurable outcomes.

Figure 10 shows the functional organization in which the student can progress from initial evaluation for vocational potential through vocational exploration, through skill training, and into the mainstream of placement in the world of work. For example, a student in the work-study program who had demonstrated interests and capabilities in the general field of office skills would be referred to the "office skill center" function of the work-study program: this function is shown as the hub of the drawing.

Once in the program for this center, the student would receive additional vocational evaluation to determine the specific direction in which his interests and capabilities should be guided. The student and the staff would then establish a vocational exploration plan that would permit that boy or girl to gain on-the-job experiences in several different skill positions all related to general office skills. In Figure 10 these suggested related skill positions are shown in the first ring of circles expanded from the skill center.

Once a specific position (job title) has been identified as compatible with the interests and abilities of the student and reinforced by exploratory vocational experience, a vocational training plan is prepared, and the specific skill requirements for successful functioning are also identified. Joint effort and cooperation of the staff, the student, and the parents and/or the guardian must be involved in this process. At this point it would likely be feasible to start specific training, which would ultimately result in continued on-the-job training and/or placement in a community-based and community-operated facility. Some examples of community-based facilities in this last phase of training and/or placement are shown in the outer ring of circles in Figure 10.

Figure 5. Specific Areas of Skill Training – Office Clerk

Figure 6. Specific Areas of Skill Training – Stockroom Clerk

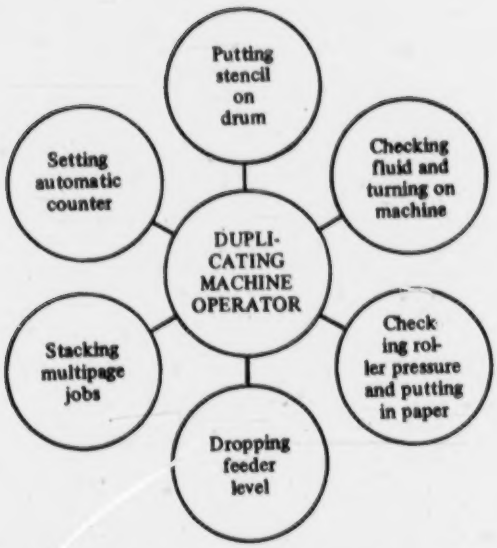
Putting stencil on drum
Checking fluid and turning on machine
Setting automatic counter
DUPLI-CATING MACHINE OPERATOR
Check ing rol-ler pressure and putting in paper
Stacking multipage jobs
Dropping feeder level

Figure 7. Specific Areas of Skill Training – Duplicating Machine Operator

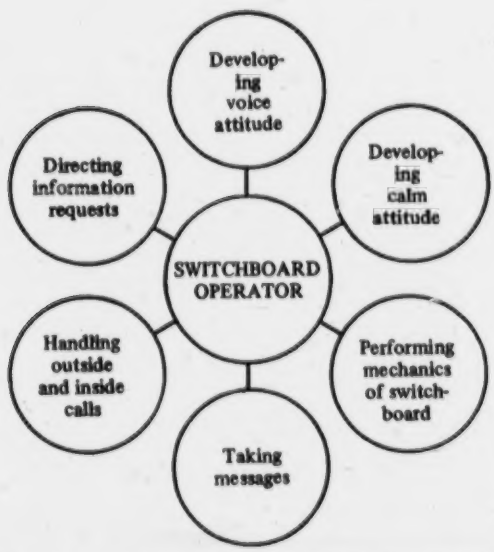

Figure 8. Specific Areas of Skill Training – Switchboard Operator

BREAKDOWN OF JOB-TASK ANALYSIS

POSITION TYPIST

TASK Typing an original letter from the written manuscript

REQUIREMENTS Knowledge of typewriter, ability to type

No.	Steps in task performance	Performance required	Performance difficulty
1.	Select type of paper to be used.	Discrimination	Easy
2.	Roll paper in machine.	Manipulation	
3.	Set margins.	Manipulation	Moderately difficult
4.	Roll up paper.	Manipulation	Easy
5.	Typing		
	a. Date on letter		
	b. Inside address	Copying	Moderate to very difficult
	c. Salutation		
	d. Body of letter		
	e. Closing		
	f. cc note		
6.	Proofread letter.	Discrimination	Moderate to very difficult
7.	Roll out paper.	Manipulation	Easy
8.	Have letter signed.	Presentation	Easy
9.	Type envelope.	Manipulation or copying	Moderate to difficult
10.	Put stamp on envelope.	Manipulation	Easy

Figure 9. Breakdown of Job-Task Analysis

Each job should be broken down into its required tasks, and each task should be broken down in sequence such as the example set forth here. This format provides the basis for training, performance, and evaluation.

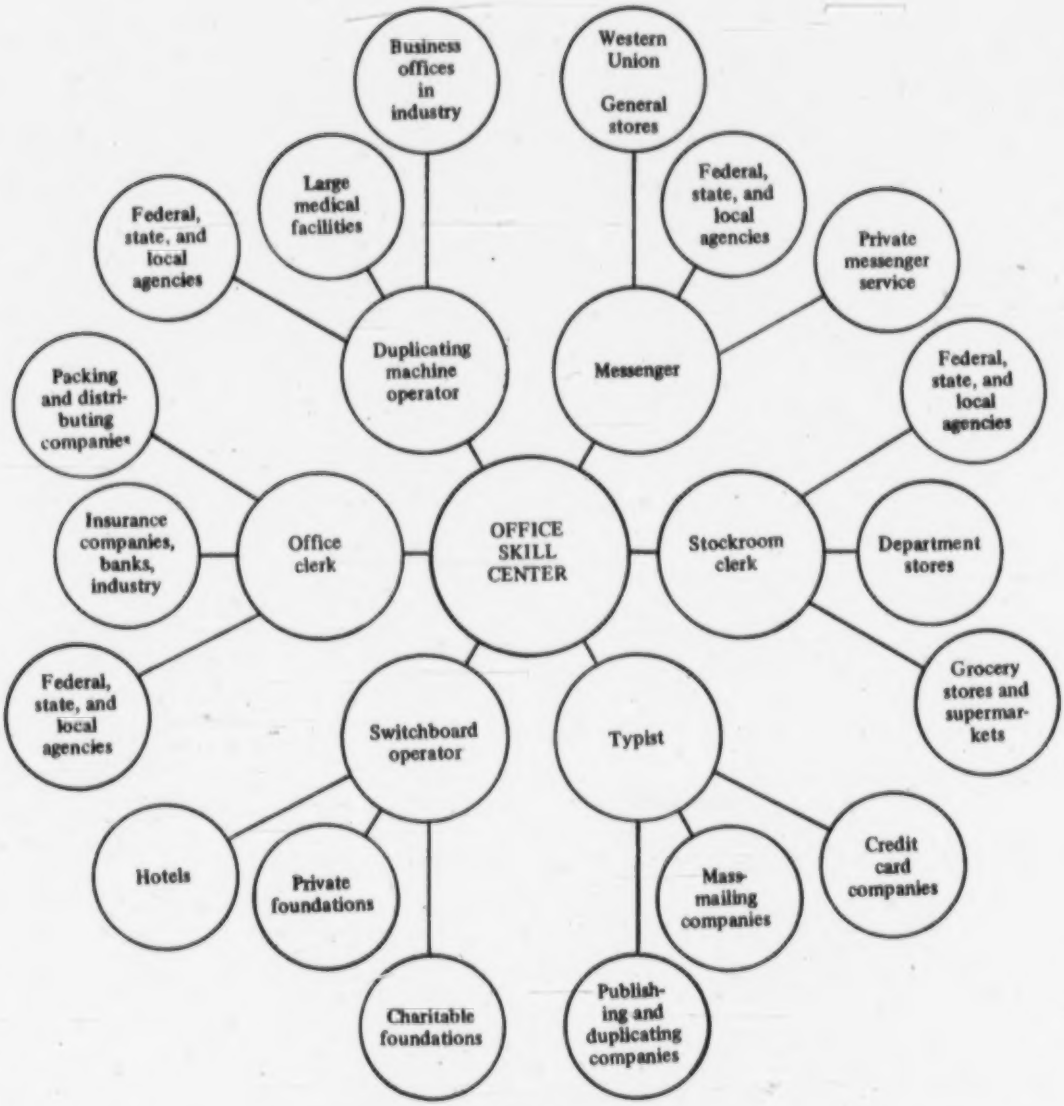

Figure 10. The End Goal: Community Jobs

EVALUATION FORM

FOR

VOCATIONAL PROGRAMS FOR THE HANDICAPPED

This evaluation form was drawn up by the following committee:

Mr. Alton Bridges
Consultant
Vocational Programs for the Handicapped
State Department of Education

Mrs. Emma MacDonald
Curriculum Consultant
(Special Education)
State Department of Education

Mr. Clyde Hichborn
Former Superintendent and
State Evaluation Consultant
Vocational Education

Mr. Neil Lemieux
Assistant Superintendent
Rockland

Mr. Linwood Allen
Program Coordinator
Oxford Hills High School
South Paris

Mr. Orrison Moody
Coordinator
Van Buren District High School
Van Buren

Mr. Nelson Neil
Teacher-Coordinator
Mt. Blue High School
Farmington

Mr. Harvey Hayden
Teacher-Coordinator
Nokomis High School
Newport

Mr. Barry Crocker
Teacher of Handicapped
Bangor High School
Bangor

Mr. Erwin Ward
Teacher of Handicapped
Lake Region High School
Bridgton

EVALUATION FORM

FOR

VOCATIONAL PROGRAMS FOR THE HANDICAPPED

Overview

Evaluation requires the careful identification of the goals of the program, and then a systematic and critical look to decide how well and in what ways the program is reaching the goals it has set for itself. The chief purpose of program evaluation is program improvement. An unevaluated program tends to operate without change, because those responsible for it are unaware of the need for change.

All evaluation, if it is sound, is based upon the specific goals, the purposes which are accepted by those who are conducting the program. The members of the staff should be thoroughly involved in every evaluation of their own program. This can become a very valuable professional learning experience for staff members. It also develops a readiness on the part of the staff to make the changes and improvements which are suggested by the evaluation process.

The practice of using qualified personnel from outside the staff and the community to participate in evaluation can bring a perspective that is often very valuable when coupled with the results of a self-evaluation. A critique of the completed evaluation will involve all staff members concerned with the planning, implementation, and re-assessment of needs.

An evaluation of the vocational program for the handicapped should be made annually and a copy of the report should be sent to the Bureau of Vocational Education, State Department of Education.

Local Education Agency: _____

Date of Evaluation: _____

PROGRAM DATA

1. Project Title _____
2. Local Education Agency _____
3. Other LEA's involved _____
4. Primary school system superintendent _____
5. School Principal _____
6. Program Coordinator _____
7. Other staff members involved in actual operation _____

   _____

   _____
8. Certified Special Education Teacher _____
9. Date of this evaluation report _____
10. Person completing this form _____
11. Number of students served _____
12. Operating budget _____
13. Source of funds:
    - Local _____
    - State _____
    - Federal _____
14. Program Level _____
15. Year of operation _____

1. What were the original objectives of the program?

2. What changes in objectives have been made?

3. How did you meet your objectives?

   1.

   2.

   3.

   4.

   5.

   6.

4. If you did not achieve your objectives, what prevented you from doing so?

   1.

   2.

   3.

   4.

5. Additional Comments:

Special attention to:

Problems:

GUIDELINES TO LOCAL PROGRAM EVALUATION

1. Select an evaluation team which should consist of Teachers, Principals, Supervisors, Guidance Counselors, Superintendents and a representative of the Advisory Committee.

2. Evaluation team will review the approved proposal.

3. Analyse major objectives as stated in approved proposal.

4. Review program operations.

5. Findings and Recommendation.

6. Submit written report to all members of evaluation team and all other responsible people.

GUIDELINES TO CLASSROOM EVALUATIONS

1. Select an evaluation team which should include Principals, Teachers, and program director.

2. Evaluation team will review and evaluate the specific curriculum objectives of the program in light of the needs of the pupils and the community they serve.

3. The committee shall obtain data and evidence that will support the goals of the program.

4. The committee should interpret the evidence gathered.

5. The committee should then re-define the goals and objectives of the program in terms of new directions or changes necessitated by interpretation of the evidence.

6. Submit written report to all members of the evaluation team and all other responsible people.

The following commemts on the evaluation procedure were offered by Linwood Allen, Program Coordinator, Oxford Hills High School, South Paris, Maine.

1. WHY DO WE EVALUATE?

In very basic terms, I think there are three reasons why it is necessary to perform some form of evaluation. First and foremost, is the requirement to evaluate programs to determine if they are successfully meeting the needs of kids, and if not, to determine what changes should be effected to insure that the program will meet these needs. Secondly, is the requirement to justify the program to the local administration and the community; and thirdly, we evaluate to justify the continued existence of the program from a state or federal viewpoint. When properly planned and implemented, the program evaluation will satisfy all of these requirements simultaneously. To do this will require inputs from state and federal officials, the local administration, staff and students, and the community. In my opinion, a locally directed evaluation effort using an evaluation team with inputs from the State Department and outside evaluation consultants offers one of the best approaches to this problem.

2. WHEN TO EVALUATE?

If evaluation efforts are to be successful, then it is absolutely essential that the evaluation process be continuous beginning with initial planning for program implementation and continuing throughout the program period and through a follow-up period of at least 6 months to one year. This is a natural process and one that takes place when any systematic effort is directed toward program planning and implementation. For clarification, this on-going evaluation might be referred to as an informal evaluation built around the structure of the program. Each member of the staff is systematically conducting his/her own evaluation and is using the inputs gained to effect program changes.

WHEN TO EVALUATE (continued)

The formal evaluation, which is our primary concern at this time, is a deliberate and systematic plan for gathering sufficient statistical data to indicate the success or failure of the project. The plan for evaluation should begin with the planning of the project, as the evaluation must be based on the purpose or goals which the project is designed to achieve. Some form of preliminary data gathering, including pre-test, should occur prior to the start of the project in an effort to provide information for comparison of evaluation results. Formal evaluation is normally conducted at the end of the project period and at such interim periods as may be prescribed in the project. A valid evaluation will also provide for some form of follow-up to determine if the project has carry-over value. Six months, a year, etc. are normal follow-up periods.

3. WHAT ARE THE STEPS IN EVALUATION?

The evaluation process can be stated in very simple terms. It is what "may" be included in each step that makes the process of evaluation time consuming and difficult. From my viewpoint, the process of evaluation can be reduced to four basic steps as follows:

A. Determine the Ground Rules.

B. Gather the Evidence.

C. Analyze the Evidence.

D. Formulate recommendations and implement changes.

If we examine each of these steps in detail, we quickly find that the amount of time and effort involved will depend on the thinking of the program planners.

Briefly, let me describe what I feel must be considered as a minimum, if the evaluation is to be somewhat successful.

A. Determine the Ground Rules.

What is the purpose of the evaluation?
What is to be evaluated?
Who will evaluate?
How will the evaluation be conducted?
What standards will be used for comparison?
What evidence will be acceptable?
What instruments will be used to gather evidence?
What follow-up activities will take place?

In short, the who, what and how questions must be agreed upon by all interested persons prior to the start of the evaluation, if the evaluation is to be worthwhile.

B. Gather the evidence.

Once the instruments have been selected and what will or will not be acceptable as evidence has been determined, then the process of gathering and compiling data becomes a very mechanical function needing very little explanation.

C. Analyze the Evidence.

D. Formulate Recommendations and Implement Changes.

While these are definitely two distinct steps in evaluation, they will for the most part occur simultaneously. As the evidence is analyzed and comparisons are made, a pattern of recommendations will emerge. Once these recommendations are seen then plans for communicating the recommendations and implementing changes based on the recommendations can be formulated.

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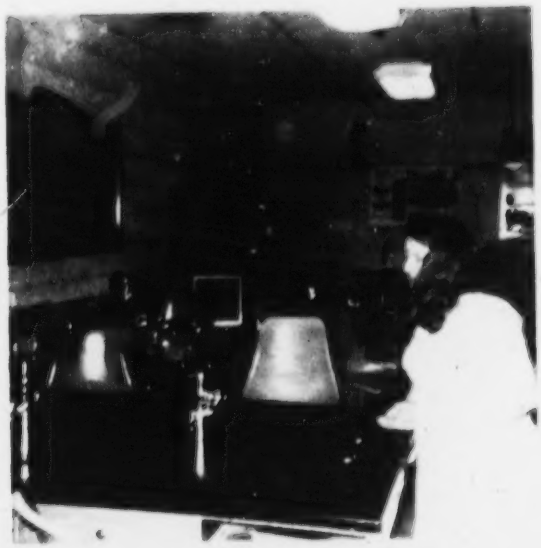

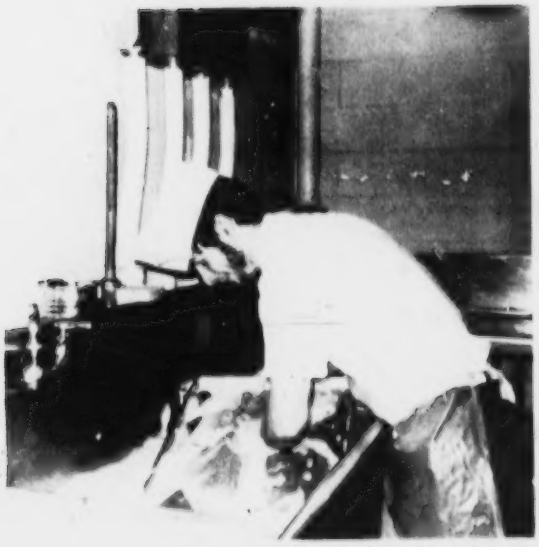

LAKE REGION HIGH SCHOOL

BRIDGTON

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STUDENTS PERFORMING

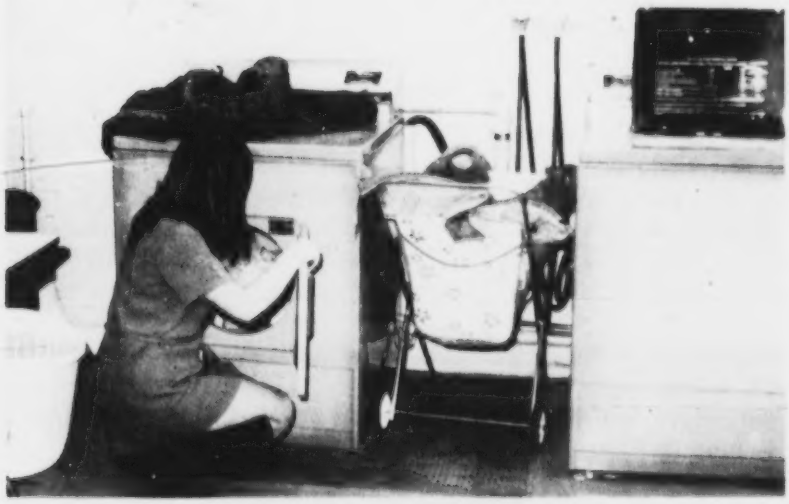
JANITORIAL SERVICES

MT. BLUE

HIGH SCHOOL

**

FARMINGTON



FOOD SERVICE

LAUNDRY WORK

CLOTHES REPAIR

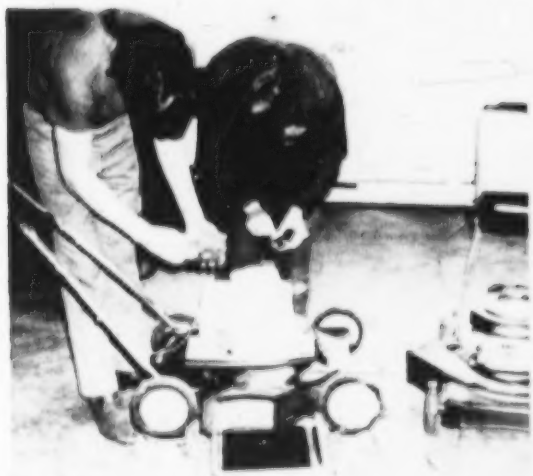
MACHIAS MEMORIAL HIGH SCHOOL

MACHIAS

*

FOOD SERVICES

GARAGE WORK



NOKOMIS REGIONAL HIGH SCHOOL

NEWPORT

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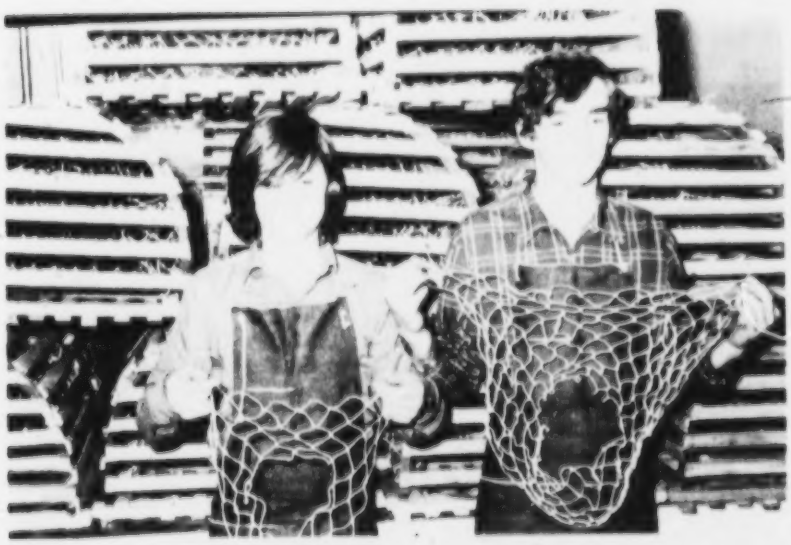
TRACTOR OPERATION

SMALL ENGINES

CONSERVATION



ROCKLAND

SECONDARY CLASS

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MAKING

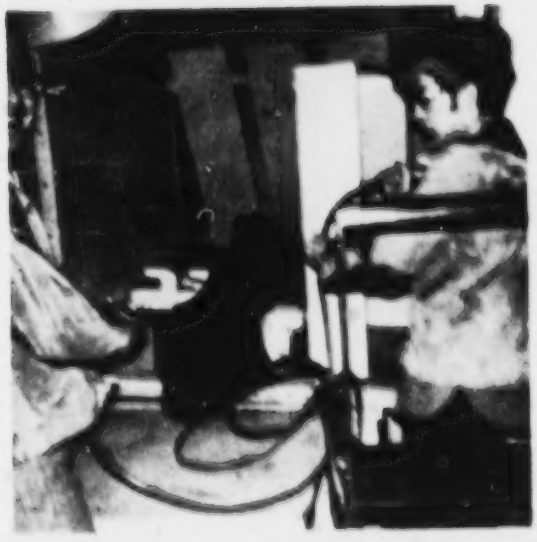
LOBSTER

TRAPS

VAN BUREN

DISTRICT HIGH SCHOOL

CARPENTRY WORK



MEDOMAK VALLEY HIGH SCHOOL

WALDOBORO

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LANDSCAPING

AND

CONSERVATION

APPENDIXES

APPENDIX A

JUSTIFICATION GUIDE SHEET

Note: Each item identifies information required when reporting justification for offering an occupational course using vocational education funds.

I. Occupational Objective(s)

A. Length of course; number of weeks; number of hours/periods per week; total number of hours

B. Grade placement of enrollees 10, 11, 12

C. Total number to be served

D. Brief description of the course

II. Justification for offering the course of study

A. Employment Opportunities

1. Local survey, interpret and summarize the results

2. Federal/State Statistics, conclusions drawn

3. Advisory Committee

a. List names and organizations which members represent

b. List dates of meetings convened and summarize recommendations

B. Student Needs

1. Occupational preference survey; interpret and summarize the results.

2. Ability level of students to be served.

3. Administration/Guidance personnel, determination of feasibility

C. Summarize why this specific course should be offered at this school

III. Topical Outline of the Course

A. List, using a 2-Column format

(1) Skills to be developed	Technical/related information to be acquired

IV. Equipment

A. List major equipment to be purchased or utilized (Form BVE 101)

V. Estimate total cost of equipment

A. Estimate annual operating cost for this course (supplies, equipment rental/maintenance, salaries)

VI. List qualifications needed by the teacher

VII. List criteria to be used for the selection of enrollees.

VIII. List evaluation procedures to be followed and how the craft or advisory committee will be involved.

IX. Five-year plan shall be developed, indicating manpower needs, job opportunities, and vocational education needs of potential students.

APPENDIX B

VOCATIONAL EDUCATION AMENDMENTS OF 1968

PUBLIC LAW 90-576

(Selected Sections Related To Vocational Education for the Handicapped)

§ 102.3 Definitions

(o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

§ 102.4 Vocational Instruction

(b) *Objective of instruction.* (1) Vocational instruction shall be designed to—

(i) Prepare individuals for gainful employment as semiskilled or skilled workers or technicians or semiprofessionals in recognized occupations and in new or emerging occupations, or

(ii) Prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs, or

(iii) Assist individuals in the making of informed and meaningful occupational choices, or

(iv) Achieve any combination of the above objectives.

(2) Vocational instruction with the objective specified in subparagraph (1) (i) of this paragraph shall include:

(i) Instruction related to the occupation or occupations for which the students are in training; that is, instruction which is designed upon its completion to fit individuals for employment in a specific occupation or a cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations. Such instruction shall include classroom related academic and technical instruction and field, shop, laboratory, cooperative work, apprenticeship, or other occupational experience, and may be provided either to—

(*a*) Those preparing to enter an occupation upon the completion of the instruction, or

(*b*) Those who have already entered an occupation but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment.

(ii) Instruction necessary for vocational students to benefit from instruction described in subdivision (i) of this subparagraph; that is, remedial or other instruction which is designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction.

(3) Pretechnical vocational instruction with the objective specified in subparagraph (1) (ii) of this paragraph shall include instruction of the type described in subparagraph (2) of this paragraph, except that such instruction need not be designed to fit individuals for employment in a specific occupation, but must be primarily designed to prepare individuals for enrollment in advanced or highly skilled postsecondary and technical education programs having the objective specified in subparagraphs (1) (i) of this paragraph. It shall not include instruction which is primarily designed to

prepare individuals for higher education, or for professional training of the type described in paragraph (c)(2) of this section, and which is only incidentally designed for individuals preparing for technical education.

(4) Prevocational instruction with the objective specified in subparagraph (1)(iii) of this paragraph shall include instruction designed to familiarize individuals with the broad range of occupations for which special skills are required and the requisites for careers in such occupations.

§ 102.6 Vocational education for disadvantaged or handicapped persons.

(a) Vocational education for disadvantaged or handicapped persons supported with funds under section 102 (a) or (b) of the Act shall include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following: Special instructional programs or prevocational orientation programs where necessary, remedial instruction, guidance, counseling and testing services, employability skills training, communications skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services.

(b) Funds available for vocational education for disadvantaged or handicapped persons may not be used to provide food, lodging, medical and dental services and other services which may be necessary for students enrolled in such programs but which are not directly related to the provision of vocational education to such students. However, the State board or local educational agency conducting such programs shall encourage the provision of such services through arrangements with other agencies responsible for such services. (See § 102.40 (b) and (c) relating to cooperative arrangements.)

(c) To the extent feasible, disadvantaged or handicapped persons shall be enrolled in vocational education programs designed for persons without their handicapping condition. Educational services required to enable them to benefit from such programs may take the form of modifications of such programs or of supplementary special educational services. In either case, funds available for vocational education for disadvantaged or handicapped persons may be used to pay that part of such additional cost of the program modifications or supplementary special educational services as is reasonably attributable to disadvantaged or handicapped persons.

(d) If certain disadvantaged or handicapped persons cannot benefit from regular vocational education programs to any extent, even with modifications thereto or with the provision of supplementary special educational services, then these persons shall be provided with special programs of vocational instruction which meet the standards and requirements of all vocational education programs set forth in § 102.4 and which, in addition, include such special instructional devices and techniques and such supplementary special educational services as are necessary to enable those persons to achieve their vocational objective. In these cases, funds available for vocational education for the disadvantaged or the handicapped may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged or handicapped persons.

(e) Vocational education programs and services for disadvantaged or handicapped persons shall be planned, developed, established, administered, and evaluated by State boards and local educational agencies in consultation with advisory committees which include representatives of such persons; and in cooperation with other public or private agencies, organizations, and institutions having responsibility for the education of disadvantaged or handicapped persons in the area or community served by such programs or services, such as community agencies, vocational rehabilitation agencies, special education departments of State and local educational agencies, and other agencies, organizations, and institutions, public or private, concerned with the problems of such persons. (See § 102.40 (b) and (c) relating to cooperative arrangements.)

§ 102.9 Training of personnel.

(a) *General.* The State board shall provide for such training (both preservice and inservice) as is necessary to provide qualified personnel meeting the requirements of the State plan pursuant to § 102.38. Such training shall be sufficient to provide an adequate supply of qualified teachers and other personnel, including those capable of meeting the special educational needs of disadvantaged and handicapped persons in the State.

(c) *Eligibility of enrollees.* Training of personnel pursuant to paragraph (a) of this section shall be offered only to persons who are teaching or are preparing to teach vocational education students or consumer and homemaking students or who are undertaking or are preparing to undertake other professional or semiprofessional duties and responsibili-

ties in connection with vocational education programs or consumer and homemaking programs under the State plan to whom such education would be useful professionally.

§ 102.22 Membership.

The membership of the State advisory council shall exclude members of the State board, and shall include:

(h) At least one person with special knowledge, experience, or qualifications, with respect to the special educational needs of physically or mentally handicapped persons; and

§ 102.35 State administration and leadership.

(a) *Adequate State board staff.* The State board shall provide for a State staff sufficiently qualified by education and experience and in sufficient numbers to enable the State board to plan, develop, administer, supervise, and evaluate vocational education programs, services, and activities under the State plan to the extent necessary to assure quality in all education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained. Particular consideration shall be given to staff qualifications for leadership in programs, services, and activities for disadvantaged persons, and handicapped persons, depressed areas, research and training, exemplary programs and projects, consumer and homemaking, cooperative vocational education, curriculum development, and work-study.

(b) *Organization of State board staff.* The State plan shall describe the organizational structure of the State board staff, including a description of its units, the functions assigned to each unit, the number of professional personnel assigned to each unit, and the relationships among the units within the State board staff and with other State agencies and institutions responsible for conducting programs of vocational and technical education. The titles of all State officials who are to have authority in the administration and supervision of the programs, services, and activities shall be given in the State plan. This description shall be sufficient to enable the Commissioner to find that the State board has an adequate staff to provide requisite administration and supervision of the federally aided vocational education programs. The plan shall provide for a full-time State director or a full-time executive officer who shall have no substantial duties outside the vocational education program.

§ 102.54 Differences in vocational education needs.

(a) In allocating funds among local educational agencies, the State board shall give due consideration to the relative vocational education needs of all the population groups referred to in § 102.51 (a) in all geographic areas and communities in the State, particularly disadvantaged persons, handicapped persons, and unemployed youth.

(b) In weighing the relative vocational education needs of the State's various population groups, the State board shall give particular consideration to additional financial burdens (other than those which are to be considered pursuant to § 102.56(b)) which may be placed upon certain local educational agencies by the necessity of providing vocational education students, particularly disadvantaged or handicapped students, with special education programs and services such as compensatory or bilingual education, which are not needed in areas or communities served by other local educational agencies in the State.

(c) The State plan shall describe in detail the method by which the State board will give due consideration to the criterion set forth in paragraph (a) of this section in allocating funds among local educational agencies. This description shall include an explanation of:

(1) How the State board will identify the vocational education needs, including the need for special education programs and services referred to in paragraph (b) of this section, which must be met by each local educational agency in the State;

§ 102.59 Percentage requirements with respect to uses of Federal funds.

(a) *Application of percentage requirements.* The State plan shall provide that allocations of Federal funds pursuant to § 102.52 shall comply with the following requirements with respect to the use of Federal funds:

(3) *Vocational education for handicapped persons.* At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons.

LAWS RELATING TO SPECIAL EDUCATION PROGRAMS
IN THE STATE OF MAINE, INCLUDING ACTS
OF THE REGULAR SESSION OF THE 105TH LEGISLATURE
WHICH ENDED JUNE 24, 1971

TITLE 20, CHAPTER 403

PHYSICALLY HANDICAPPED OR EXCEPTIONAL CHILDREN

§ 3111. Purpose

It is declared to be the policy of the State to provide, within practical limits, equal educational opportunities for all children in Maine able to benefit from an instructional program approved by the state board. The purpose of this chapter is to provide educational facilities, services and equipment for all handicapped or exceptional children below 20 years of age who cannot be adequately taught with safety and benefit in the regular public school classes of normal children or who can attend regular classes beneficially if special services are provided.

Each administrative unit is authorized to operate a program for trainable children, the programs in such classes to be approved by the State Board of Education under such rules and regulations as the board may prescribe.

§ 3112. Definitions

1. Handicapped or exceptional child. "Handicapped or exceptional child" shall mean any child under 21 years of age able to benefit from an instructional program approved by the state board whose parents or guardian maintains a home for his family in any administrative unit within the State, and whose educational needs cannot be adequately provided for through the usual facilities and services of the public schools, because of the physical or mental deviations of such child.

2. Special services. "Special services" shall be rtansportation; tutoring; corrective teaching, such as speech reading, speech correction, sight conservation and similar forms of instruction; and provision of special seats, books, and teaching supplies and equipment required for the instruction of handicapped or exceptional children.

§ 3113. Administration

The general supervision of the education of all children of school age in the State, including handicapped

or exceptional children, is the responsibility of the commissioner. He shall employ a director and such qualified personnel as may be needed for consultant service and to develop, inspect, approve and supervise a program of special education for handicapped or exceptional children. The commissioner, with the approval of the state board, shall make necessary rules and regulations for the proper administration of this chapter. The department is authorized to receive contributions and donations to be used in conjunction with appropriations made to carry out the provisions and requirements of this chapter. The department is designated as the agency for cooperation with the Federal Government in any program for the education of handicapped or exceptional children.

§ 3114. Instruction

The commissioner may approve the attendance of handicapped or exceptional children at special schools such as the Governor Baxter State School for the Deaf, Pineland Hospital and Training Center and Perkins Institute for the Blind in Watertown, Massachusetts, or at such other schools or institutions as he may designate. He may approve education at either the elementary or secondary level for handicapped or exceptional children through home instruction, hospital instruction or special services.

§ 3115. Appropriation

Appropriations made under this chapter and subsequent appropriations made for this service are to be used to pay administrative units or institutions designated by the commissioner, as provided for in section 3732 for classes as described in section 3117 and for part of the cost of other approved special education programs according to regulations formulated by the state board to permit adequate instruction and to prevent unnecessary use of state funds. These appropriations may be used for administrative costs, to conduct centers for study and guidance of children and for counseling with their parents and teachers, to engage specialists, to make expenditures to institutions and organizations for the training of deaf children who have not become of compulsory school age, to train teachers and for any other purposes approved by the state board as being necessary to carry out the purpose of this chapter.

§ 3116. Responsibility of administrative units

Every administrative unit is responsible for appropriating sufficient funds to provide for the education of handicapped or exceptional children. This appropriation is to be expended for programs of special education at either the elementary or secondary level under the supervision of the school committee or school directors

or for other programs approved by the commissioner.

Any administrative unit operating a class or a school under the authority granted in this chapter may compute an annual tuition rate in the following manner: The salary paid to special education teachers shall be increased by 35% to compensate for the operating costs not included in salaries, and the resulting amount shall be divided by the average daily membership of students in special education classes for the same fiscal year. The per pupil cost thus determined shall become the legal tuition charge for the following school year. Any unit establishing a new special education program may charge a tuition rate which shall not exceed the average per pupil cost of special education classes in the previous year.

§ 3117. Procedures

A class for handicapped or exceptional children may be established in any public school, or under any other plan, provided it is approved as to requirements for admission, teacher preparation, plan of instruction, necessary facilities and supervision. In administrative units where there are too few handicapped or exceptional children to make the organization of a special class feasible, such children may be entered in a special class in another administrative unit. The sending unit shall pay to the receiving private school the actual per pupil cost incurred in the operation of the program for handicapped or exceptional children during the preceding school year. The per pupil tuition charge shall be computed on the basis of financial reports filed by the administrative unit or private schools. Such financial reports shall be filed July 1st of each year in such form as the state board may require, and the allowable tuition charge may not exceed the per pupil operating cost as determined by the state board from the financial reports of the preceding school year. Other programs consistent with the purpose of this chapter may be developed with the approval of the commissioner.

§ 3118. Reports

The superintendent of schools and the director of any institution eligible to receive subsidy under this chapter shall keep an accurate account of all moneys paid out for the maintenance of special classes, for special instruction and for special transportation, and shall report the same on forms provided for the purpose.

The superintendents of schools and directors of institutions shall report annually on forms provided by the department all children who are physically or mentally

handicapped, whether they are attending school or have been excused or excluded from school.

TITLE 20, CHAPTER 405

MENTALLY RETARDED CHILDREN

§ 3161. Teachers; training; reimbursement

Any administrative unit may, in addition to the sum raised for the support of public schools, raise and appropriate money for the education of teachers and other school personnel to meet the educational needs of mentally retarded children. Such appropriation shall be expended on a matching basis with any funds made available by the department for the same purpose.

Teachers and other school personnel who are so trained may be reimbursed through funds of the department on a matching basis for expenditures for such training approved in advance by the commissioner.

§ 3162. Construction or acquisition of school buildings

The county commissioners may expend county funds for construction or acquisition of buildings for educational programs for retarded children operated with approval of the department and receiving state subsidies therefor. If the buildings for which county funds have been expended under this section are sold, the proceeds must be expended on services and programs for retarded children. Nothing contained in this section shall be construed to authorize counties to operate such programs.

TITLE 20, CHAPTER 505

LOCATION OF SCHOOLS; CONDEMNATION

§ 3561. School location; closing or suspension; conveyance; board

The location of any school, legally established prior to the 17th day of March, 1893, continues unchanged, notwithstanding the district is abolished, but any town at its annual meeting, or at a meeting called for the purpose, may determine the number and location of its schools and may discontinue them or change their location. Such discontinuance or change of location shall be made only on the written recommendation of the school committee and on conditions proper to preserve the just rights and privileges of the inhabitants for whose benefit such schools

were established. In case any school shall hereafter have too few scholars for its profitable maintenance, the school committee may suspend the operation of such school for not more than one year, but shall not close such school for a longer period nor again thereafter suspend operation of such school unless so instructed by the town, but any public school failing to maintain an average attendance for any school year of at least 8 pupils shall be and is suspended, unless the town in which said school is located shall, by vote at the annual meeting or at a meeting called for that purpose, after the said committee shall have made a written recommendation to that effect, instruct its school committee to maintain said school. The superintendent of schools in each town shall procure the conveyance of all elementary school pupils residing in his town, a part or the whole of the distance, to and from the nearest suitable school, for the number of weeks for which schools are maintained in each year, when such pupils reside at such a distance from the said school as in the judgment of the school committee shall render such conveyance necessary; the superintendent shall procure conveyance for special education students to and from classes, whether those classes are conducted by a public or private school outside the administrative unit when said unit does not provide the necessary services. In all cases, conveyance so provided shall conserve the comfort, safety and welfare of the children conveyed and shall be in charge of a responsible driver who shall have control over the conduct of the children conveyed. Contracts for said conveyance may be made for a period not to exceed 5 years. The school committee may authorize the superintendent of schools to pay the board of any pupil or pupils at a suitable place near any established school instead of providing conveyance for said pupil or pupils, when in their judgment it may be done at an equal or less expense than by conveyance.

Whenever a parent or guardian having children of compulsory school age in his care domiciles such children in a location remote from and inaccessible to schools or public highways, he shall be personally responsible for the cost of boarding these children within walking distance to an established public school or for providing suitable conveyance to a public highway. Failure to so provide conveyance or board shall be considered a violation of the truancy law and punished accordingly. The school committee shall authorize the superintendent of schools to pay the board of any pupil or pupils in an amount not to exceed $25 per week at a suitable place near any established school instead of providing conveyance for said pupil or pupils when in their judgment boarding is in the best interest of the child or children.

When a school committee suspends or the voters of an administrative unit authorize the closing of all elementary schools within an administrative unit under this section, the school committee shall make provision for the education of the children at a nearby administrative unit and the sending administrative unit shall pay the tuition charge to the receiving administrative unit.

TITLE 20, CHAPTER 512

GENERAL PURPOSE AID

(Excerpts applicable for Special Education Programs)

§ 3731. General purpose aid, defined

To help equalize educational opportunity and to assist administrative units in providing an adequate educational program for all pupils a sum of money shall be distributed through an equalization formula. It is declared to be the intent of the Legislature that the sum to be distributed through the equalization formula shall equal at least 1/3 of the average per pupil operating cost for all public schools in the State. Operating costs shall cover the fiscal year which precedes the convening of the Legislature. They shall include all expenditures except transportation, community services, capital outlay items and debt service, reduced by tuition receipts. In addition to the sum of money distributed under the equalization formula, each unit shall be reimbursed a percentage of its expenditures for the transportation, board of pupils, school bus purchases and the education of handicapped pupils.

§ 3732, amended. The 8th paragraph of section 3732 of Title 20 of the Revised Statutes, as enacted by section 2 of chapter 496 of the public laws of 1969, is amended to read as follows:

The average sums of money expended in the 2 fiscal years preceeding the convening of the Legislature by administrative units for public school pupils for transportation, school bus purchase and board of pupils shall be multiplied by the percentages in Table I and the results shall become part of the general prupose aid of the unit.

Expenditures made for handicapped children in excess of the expenditures for school children in regular classes shall be reimbursed in accordance with Table I when such expenditures have been approved by the commissioner. State aid reimbursements for the education of handicapped children shall occur in the fiscal year immediately following the expenditure year.

TABLE I

Per Pupil Valuation= State Valuation÷ Resident Pupils April 1 in Year Preceding the Convening of the Legislature	State Percentage Share of Transportation Costs, Board and the Education of Handicapped Pupils
$26,000 and over	13%
25,000 -- 25,999	17%
24,000 -- 24,999	20%
23,000 -- 23,999	23%
22,000 -- 22,999	27%
21,000 -- 21,999	30%
20,000 -- 20,999	33%
19,000 -- 19,999	37%
18,000 -- 18,999	40%
17,000 -- 17,999	43%
16,000 -- 16,999	47%
15,000 -- 15,999	50%
14,000 -- 14,999	53%
13,000 -- 13,999	57%
12,000 -- 12,999	60%
11,000 -- 11,999	63%
10,000 -- 10,999	67%
9,000 -- 9,999	70%
8,000 -- 8,999	73%
7,000 -- 7,999	76%
6,000 -- 6,999	80%
5,000 -- 5,999	83%
4,000 -- 4,999	87%
3,000 -- 3,999	90%
2,000 -- 2,999	93%
0 -- 1,999	97%

The per pupil valuation of each municipality shall be determined as provided in this section. The commissioner shall establish the applicable percentage for each eligible unit from the formula in Table I on January 1st of the year in which the Legislature convenes in regular session. The percentage thus determined shall be applicable for the next 2 fiscal years of the State July 1st to June 30th.

The percentage of state aid for each municipality shall be determined by dividing the median state per pupil valuation by the state per pupil valuation of the municipality and multiplying the result by 75%. No administrative unit may qualify for more than 97% nor less than 13%.

TABLE I

The percentage of state aid for each municipality shall be determined by dividing the median state per pupil valuation by the state per pupil valuation of the municipality and multiplying the result by 75%. No administrative unit may qualify for more than 97% nor less than 13%.

Sec. 2. Effective date. This Act shall take effect December 30, 1972.

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The students with severe visual handicaps are served by the Division of Eye Care and Special Services, Department of Health and Welfare, Augusta, Maine. Those with mild visual handicaps are provided with educational services by the Bureau of Guidance, Special, and Adult Education, Department of Education, Augusta, Maine.

STATE SUBSIDY TO SPECIAL EDUCATION PROGRAMS

For regular special education programs, each administrative unit is reimbursed a percentage of its actual expenditures for those programs during the two years immediately preceding the convening of the Legislature. The rate of reimbursement ranges from 13% to 97% based upon the per pupil valuation of

Whenever a unit expends funds in excess of the cost of educating children in regular classes, the unit will be reimbursed its percentage of the expenditures following the first year of operation. Thus, a unit avoids a long waiting period for state aid when a new program is adopted.

All expenditures are reported on Form 45 GA, page 7, items 1, 2, and 3 at the bottom of the page.

Expenditures for the transportation of handicapped children are reported under the pupil transportation services on Form 45 GA and are reimbursed at a rate ranging from 13% to 97%, depending upon the wealth of the community.

The regulations relating to state subsidy apply to the following special education programs:

Emotionally Handicapped
Home Instruction
Special/supplemental tutoring
Hospital Instruction

Special Equipment
Visually Impaired
Trainable Mentally Retarded
Educable Mentally Retarded
Hearing Impaired
Speech and Language Disorders
Learning Disabilities

Revised: 9/71

SAMPLE CASE OF SUBSIDY ON A SPECIAL CLASS

Given facts: 10 pupils in the Special Class
$8,000 - teacher salary
$505 - per pupil expense for unit in regular classes
71.99% - rate of special education State subsidy

231.00 aid per pupil in
+23.10 (10%) Equalization Formula (Districts only)
254.10

$8,000 teacher's salary
+ 2,800 35% of salary
10/10,800 total expense for the class
1,080 expense per special pupil
- 505 expense per regular pupil
575 excess expense

$575
x 71.99%
413.94 State special education subsidy

413.94 Special Education subsidy
254.10 Regular subsidy in Equal. Formula
668.04 for each Special Class pupil

$1,080.00 Total cost per pupil in special class
- 668.04
411.96 Local cost per pupil in special class

	Regular pupil	+	Excess Special Pupil	=	Total Special Education Cost
	505.00		575.00		1,080.00
State Aid	254.10		413.94		668.04
Local Cost	250.90		161.06		411.96

EDUCABLE MENTALLY RETARDED PROGRAM STANDARDS

A. GENERAL

(1) Educable mentally retarded children are those who have an I.Q. between 55 and 75 as measured on an individual psychological test. However, intelligence tests are not infallible and it is difficult to determine the existence and degree of mental retardation on the basis of I.Q. score alone. It is important that the following facts be considered in any case of real or suspected mental retardation:

a. the degree of retardation

b. the way the retardation affects the child's ability to function effectively in his environment

c. any accompanying handicaps such as sight, speech, hearing, motor or emotional difficulties

d. avenues of adjustment open to the child

B. ELIGIBILITY

(1) Any educable mentally retarded child shall be eligible for enrollment in an educable mentally retarded (EMR) class providing he meets the following requirements:

a. has an I.Q. between 55 and 75 as determined by taking a Stanford-Binet Individual Intelligence Test (preferred) or a Wechsler Intelligence Scale for Children, administered by a person qualified to administer individual intelligence tests. The WAIS (Wechsler Adult Intelligence Scale) should be used for those 16 or over.

NOTE: Pupils in EMR classes must be retested and the results reported to the Consultant, Education for Educable Mentally Retarded Children at least every three years on a Stanford-Binet, a WISC, or a WAIS by a qualified person.

A child with an I.Q. between 50-55 and 75-80 as determined by the above mentioned tests, also may be placed in a class for educable mentally retarded children if the following concur in evaluating the child as being educable mentally retarded:

1. qualified psychological examiner

2. teacher of EMR class

3. principal of the building where child has been in attendance

4. superintendent of schools

5. state consultant of education for mentally retarded children

6. elementary supervisor and/or special education supervisor (if available)

b. has been examined by a pediatrician, school physician, or family doctor and all physical handicaps affecting education instruction have been corrected as far as possible.

c. has been recommended for an EMR class by the superintendent of schools after study of the child's previous school records.

(2) The class must be approved by the Consultant of Education for Educable Mentally Retarded Children. Forms MR-7A and MR-11 are provided for this purpose.

C. CLASS SIZE AND AGE RANGE

(1) In self-contained classrooms for the educable mentally retarded, the enrollment may not exceed 15. However, five additional pupils may be added if a full-time teacher aide is provided.

In a class where pupils are intergrated with others in homerooms, shop, home economics, physical education, music and art in a departmentalized situation, 20 educable mentally retarded pupils may be placed in the class. However, the certified teacher of the EMR class may not have more than 15 at any one time for an academic subject.

(2) The following groppings are recommended:

a. primary group - ages 7-10

b. intermediate group - ages 11-13

c. junior high group - ages 13-15

d. high school group - ages 16-20

(3) The chronological age range within an EMR class should not be more than four years if possible.

D. EQUIPMENT, HOUSING, AND MATERIALS

(1) A class for educable mentally retarded children shall be housed in an approved regular school building with children of comparable chronological age.

(2) The room used by the EMR class should provide space for special projects, group study, audio-visual equipment, and ample supplemental materials to meet the individual needs of the children.

E. PROGRAM

(1) The program of instruction shall be under the guidance of the State Department of Education and the supervision of the superintendent of schools in keeping with the accepted philosophy and objectives of educating mentally retarded children.

(2) The program should have continuity of instruction and services from age seven through the secondary level. The chronological age of seven or the mental age of five is recommended as the earliest entering age into a class for the educable mentally retarded.

(3) Program organization shall be essentially the same as for other pupils in the same building. This applies to the length of school day, amount of participation in general school activities, and grouping of the pupils in the same classroom.

a. In the elementary school the unit is primarily self-contained.

b. In the secondary school, these pupils shall participate with the general student body in selected non-academic courses and activities, such as homerooms, shop, home economics, music, art, and physical education.

c. In secondary schools the EMR class teacher shall be responsible only for pupils in the EMR class. While not all pupils at this age level remain with the EMR class teacher all day, the teacher's responsibility is a full-time one.

(4) The instructional program for all age levels shall be appropriate to the needs and capabilities of the educable mentally retarded.

a. In the elementary programs, the EMR class teacher has full-time responsibility for the children.

b. In the secondary program, all academic work shall be carried on by the EMR class teacher. In addition, the EMR teacher has the responsibility for coordination of the total instructional program for these pupils within the school.

c. Work-study programs in the senior high schools shall be a part of the total curriculum offering for these students.

F. TEACHER QUALIFICATIONS

A teacher shall meet all the certification requirements as established by the State Board of Education for this are of specialization.

G. INDIVIDUAL SPECIAL EDUCATIONAL PROGRAMS FOR EDUCABLE MENTALLY RETARDED CHILDREN

Individual instructional programs may be provided for those educable mentally retarded children who are unable to attend or benefit from public school EMR classes and who meet the requirements. Since Maine is a rural state and covers a large agea, it is impossible to suggest one or two plans which will meet the needs of all children. Provisions should be made for as many of these differences as possible. Whenever it is impossible or impractical to establish a class for mentally retarded children in a community and where there is no public school EMR class to which the child may commute, the Department of Education may approve a program for home instruction or attendance at a private school, providing these programs are approved by the same standards established for public school classes.

(1) Each child must be approved by the Maine State Department of Education before being provided with a special educational program. Form MR-11 is provided for this purpose by the State Consultant of Education for Mentally Retarded Children.

(2) It is preferable that the teacher shall hold a certificate permitting him to instruct mentally retarded children. However, in the event that it is not possible to procure a teacher with such certification, approval may be granted if the teacher of the homebound child holds certification acceptable to the Commissioner of Education.

(3) The program of instruction shall be under the general supervision of the State Department of Education and the immediate supervision of the superintendent of schools and shall be in keeping with the accepted philosophy and objectives of education of mentally retarded children.

H. SPECIAL CERTIFICATION OF TEACHERS OF EDUCABLE MENTALLY RETARDED CHILDREN

The basic requirement is eligibility to an elementary or secondary certificate of provisional or professional grade. Twelve hours of credit are required in the field of the exceptional child.

If one meets the above requirements, except for the twelve hours of special education, a special one-year conditional certificate can be granted after six hours which should include two of the following courses:

Methods of Teaching the Retarded Child
Curriculum for the Retarded Child
Psychology of the Retarded or Psychology of the Exceptional Child
Federal Institute on Mental Retardation
Observation and Practice in Special Education

Six more hours must be earned before the second year of teaching and before a special five-year certificate is granted. Suggested courses which are accepted for certification also include the following:

Education of the Emotionally Disturbed
Nature and Needs of the Retarded
Problems in Education (Retarded)
Physical Education for the Mentally Retarded
Education of Culturally Deprived Children
Introduction to Speech Correction, or Problems in Speech and Language Development.

The title of the course should contain a field of exceptionality which would apply to the area of mental retardation.

Courses not accepted toward special certification:

Remedial Reading
Abnormal Psychology
Tests and Measurements
Individual Psychological Testing
Psychology of Childhood
Psychology of Learning
Psychology of Adolescence
Mental Hygiene

IMPORTANT: All questions relating to certification should be directed to the Division of Professional Services, State Department of Education, Augusta, Maine 04330.

J. REPORT FORM SCHEDULE

Name of Form and Description		Date Due
MR-6	Report of Services Rendered to Mentally Retarded Children	July 15
MR-7A	Application for Approval of a Special Class for Educable Mentally Retarded Children in Public Schools	October 15
MR-11	Initial Application for Approval of a Special Program for an EMR child	Must be filed for each child at time of admittance to program
MR-13	Renewal of Services for Educable Mentally Retarded Receiving Home Instruction	October 15
MR-14	Renewal of Services for Mentally Retarded Children Attending a Private School or Class	October 15
MR-10	Change in Special Class Enrollment	Must be filed when a change occurs in a special class

Prepared by
Bureau of Labor & Industry
Miss Madge E. Ames
Division of Minimum Wage,
Women and Child Labor
April 1972

INFORMATION AND INSTRUCTIONS ON STUDENT PLACEMENT INVOLVING SPECIAL MINIMUM WAGES

If any mentally retarded minor in a work-study program is to be placed in a business or industry at a wage less than the standard legal minimum, certain procedures need to be followed by the teacher, the coordinator, or whoever else is responsible for student placement within this program. This appendix contains relevant information and instructions. Further information is available from the Division of Minimum Wage, Bureau of Labor and Industry, Augusta.

Legal Authority for Special Minimum Wage[1]

Legal authority for the issuance of special minimum wage permits in behalf of handicapped minors is provided by state law and state regulations.

Maine Labor Laws

Section 667, Title 26, R.S. 1964, states the following:

> For any occupation within the scope of this subchapter, the director may cause to be issued to an employer of any learner.. a special certificate authorizing employment at such wages, less than the minimum wage established by this subchapter, and for such period of time as shall be fixed by the director and stated in the certificate. The director may hold such hearings and conduct such investigations as he shall deem necessary before fixing a special wage for such ... learner.

Information and Procedures for Cooperating Personnel

The following requirements and responsibilities are necessary for job placement that entails less than a minimum wage:

[1]The word "director" in the quotation under this heading means the Maine Director of Labor and Industry.

Application for Special Minimum Wage Permit

The district person who has responsibility for job placement must see to it that the "Application for Employment of Learners at Subminimum Wage" (DLI No. 60), in use by the Bureau of Labor and Industry is correctly filled out and properly submitted. These points are essential:

1. This application (DLI No. 60) may be filed with the Bureau of Labor and Industry in Augusta.
2. This application must be submitted on the form provided (DLI No. 60) and must contain answers to all questions on the form.
3. Application forms can be secured from the Bureau of Labor and Industry in Augusta.
4. Change of permit can be accomplished by submitting a new application.

Criteria for Use by Teachers (Or Other District Personnel)

In taking steps to secure permits for special minimum wages, teachers of educable mentally retarded minors (or other district-designated personnel) should answer the following questions in order to determine whether or not basic criteria are met:

1. Are other handicapped workers in the company under consideration being paid wages proportionate with those being paid to nonhandicapped workers in the same firm for essentially the same type, quality and quantity of work?
2. In the company under consideration, what wages are paid to nonhandicapped employees who are engaged in work comparable to that performed by the mentally retarded minor in the same place of business?
3. To what extent is the handicapped worker or learner inexperienced? How greatly would his performance differ from that of nonhandicapped workers

doing the same kind of work in a given job situation?

4. Is the wage justified by the degree of handicap?
5. Has a sequential plan of progress been established so that the handicapped minor can eventually achieve the minimum wage level? (The program should not perpetuate substandard wage levels.)

Issuance of the Special Permit

If it is determined that the requirements of applicability are satisfied upon due consideration of the criteria, the Bureau of Labor and Industry may issue the "Authorization for Employment of Learners" (DLI No. 61). A copy of this permit will be sent to the employer.

In instances of dual state and federal coverage, application for special rates must also be made to the Regional Office, Wage and Hour Division, U.S. Department of Labor, JFK Memorial Bldg., Boston, Mass.

Terms and Conditions of Permission

The terms and conditions to be upheld during the life of the permit for a special minimum wage include the following:

1. A special permit shall specify the terms and conditions under which it is granted.

2. Special permits shall be effective for a period to be disignated by the Bureau of Labor and Industry. Learners may be paid wages lower than the statutory minimum only during the effective period of time covered by a special permit.

3. The rates of wages paid to learners working at certain rates of time shall be proportionate to the rates of wages paid to other employees in the same company for essentially the same type, quality and quantity of work. This company shall maintain approved labor standards in accordance with applicable laws.

4. The wage rates paid to learners working at piece rates shall not be lower than piece-rate wages paid to other employees doing the same work in the same business; but remuneration for piecework done by any handicapped worker may not yield less than the hourly rate specified on the permit.

School District and State Agency Responsibilities

Main responsibilities of school district personnel and agency personnel at the state level in the matter of special permits include the following:

1. Teacher's Responsibility
   a. Before initiating the application for a special minimum wage permit, the teacher (or other district-designated person) should plan the workstation program (1) through all intermediate steps up to establishment of the wage rate; (2) for the duration of the permit; and (3) for any incremental increases during the period for which the permit is granted.
   b. The sequential plan of progress should anticipate the educable mentally retarded enrollee's training and performance and should establish a progressive wage-rate structure, so that the wage will equal or exceed the statutory minimum in the shortest possible period of time.
   c. Permits may be issued for shorter terms, but it is the teacher's (or coordinator's) responsibility to establish a plan in each case.
2. Bureau of Labor and Industry
   a. The application is reviewed by Bureau personnel.
   b. Issuance of the permit for a special minimum wage is approved or disapproved by the Bureau.
   c. Permits may be issued by the Bureau for shorter terms. (It is the teacher's or coordinator's responsibility, however, to establish a plan in each case.)
   d. The Bureau may require justification of the wage rate requested.

Preparation of the Application

The "Application for Employment of Learners at Subminimum Wage" (DLI No. 60) must be

filled out carefully, completely, and accurately by the special education teacher, the work-study coordinator, or other district person having responsibility for student placement.

The numbered comments that follow relate to the items correspondingly numbered on the form:

1-2. The name and address of the employer are to be stated on the lines provided. This information must be exact and complete.

3. The nature of the occupation in which the worker is to be employed should be specified. Jot title and duties should be indicated.

4. Length of training period will depend on the ability of the learner and the difficulty of the job to be learned. This may be anything from a few weeks to an entire school year.

5. Give as full information as possible on the various aspects of the job to be learned. Attach another page if space alloted is not sufficient.

6. This would be the classroom work related to the job.

7. Proposed rates of pay: This item must be completed in detail. The period of time for which the proposed hours and pay are requested should be included in this section. Any plan for incremental increases needs to be set forth in this section.

8. This refers to on-the-job supervision: by whom given, constant or occasional. Also specify frequency of visits to be made by the school personnel to check on progress of learner.

9. The employer may have more than one student in the program at any time for a specific job. If there are several students placed with the same employer but for training in different occupations, separate applications must be submitted for each occupation.

10-11. This information should be furnished by the employer.

The application must be signed and dated by the employer after all parts have been completed.

(Two official forms follow.)

Department Copy

State of Maine
DEPARTMENT OF LABOR AND INDUSTRY
Augusta Maine

APPLICATION FOR EMPLOYMENT OF LEARNERS AT SUBMINIMUM WAGE

(Sec. 667, Title 26, R.S. 1964)

1. Name of Employer .....
2. Address of Employer .....
3. Occupation for which learner is to be trained .....
4. Length of training period .....
5. Schedule to be followed (Give work processes in the occupation for which learner is to be trained and approximate time to be spent at each process .....
6. Related technical instruction, if any .....
7. Proposed graduated scale of wages to be paid learner during training period .....
8. Supervision to be given learner .....
9. Maximum number of learners to be in training at one time .....
10. Number of fully trained employees in same occupation .....
11. Wage rate of fully trained employees in same occupation .....

.....
Signature

.....
Title

.....
Date

DLI No. 60

Employer's Copy

State of Maine
DEPARTMENT OF LABOR AND INDUSTRY
Augusta Maine

APPLICATION FOR EMPLOYMENT OF LEARNERS AT SUBMINIMUM WAGE

(Sec. 667, Title 26, R.S. 1964)

1. Name of Employer .....
2. Address of Employer .....
3. Occupation for which learner is to be trained .....
4. Length of training period .....
5. Schedule to be followed (Give work processes in the occupation for which learner is to be trained and approximate time to be spent at each process .....
6. Related technical instruction, if any .....
7. Proposed graduated scale of wages to be paid learner during training period .....
8. Supervision to be given learner .....
9. Maximum number of learners to be in training at one time .....
10. Number of fully trained employees in same occupation .....
11. Wage rate of fully trained employees in same occupation .....

.....
Signature

.....
Date

.....
Title

DLI No. 60

Department Copy

State of Maine
DEPARTMENT OF LABOR AND INDUSTRY
Augusta Maine

AUTHORIZATION FOR EMPLOYMENT OF LEARNERS

No. .....

EMPLOYER ..... Name

..... Address

Permission is hereby granted to employ ..... learners
Number or percentage of total workers

for the occupation of .....

for a period not to exceed .....

at a rate of not less than ..... cents per hour, as provided in Section 132-E of Chapter 30' R. S. 1954, as amended by Chapter 362, P. L. 1959.

..... Date

..... Commissioner of Labor and Industry

DLI No. 61

Employer's Copy

State of Maine
DEPARTMENT OF LABOR AND INDUSTRY
Augusta Maine

AUTHORIZATION FOR EMPLOYMENT OF LEARNERS

No. .....

EMPLOYER ..... Name

..... Address

Permission is hereby granted to employ ..... learners
Number or percentage of total workers

for the occupation of .....

for a period not to exceed .....

at a rate of not less than ..... cents per hour, as provided in Section 132-E of Chapter 30' R. S. 1954, as amended by Chapter 362, P. L. 1959.

..... Date

..... Commissioner of Labor and Industry

DLI No. 61

Adknowledgement:

The following Appendix G is from WORK-STUDY HANDBOOK FOR EDUCABLE MENTALLY RETARDED MINORS ENROLLED IN HIGH SCHOOL PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS.

California State Department of Education, 1971

APPENDIX G

GRAPHIC ILLUSTRATIONS OF JOB-SIMULATION CENTERS AND SKILL TRAINING

Appendix G serves as a supplement to Part VI of this handbook, "Job-Simulation Centers and Areas of Skill Training." The concept of job-simulation centers and training in specific job skills for educable mentally retarded minors was discussed in Part VI of this handbook, and the components of skill training related to office work – one of seven general occupational areas under consideration – were examined. Job-simulation centers corresponding to six additional occupational areas, together with skill components for specific jobs in each area, are illustrated in the pages that follow.

Figure G-1. The Occupational Area of HOMEMAKING

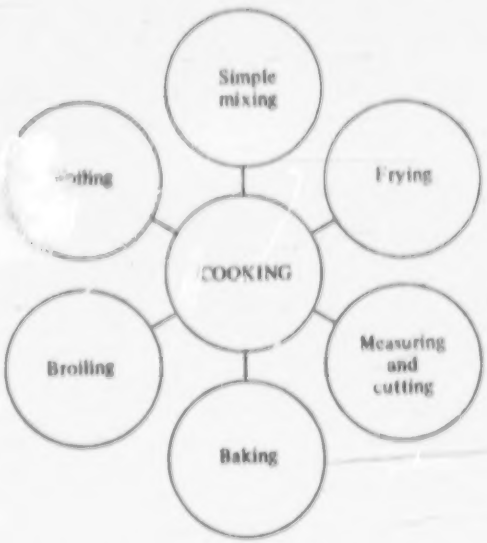

Figure G-2. Skill Components for Cooking

Figure G-3. Skill Components for Sweeping

WASHING AND IRONING
Pressing and ironing (by hand)
Washing the laundry (by machine)
Mending or repairing clothes (by hand)
Folding or hanging clothes and laundry
Pressing and ironing (by machine)
Operating clothes drier

Figure G-4. Skill Components for Washing and Ironing

MAKING BEDS
Putting on mattress pad
Spreading bottom sheet
Putting on top sheet and tucking in
Placing blanket 10 in. from head of bed
Placing spread on bed even on both sides
Pulling spread over pillows, tucking in crease

Figure G-5. Skill Components for Making Beds

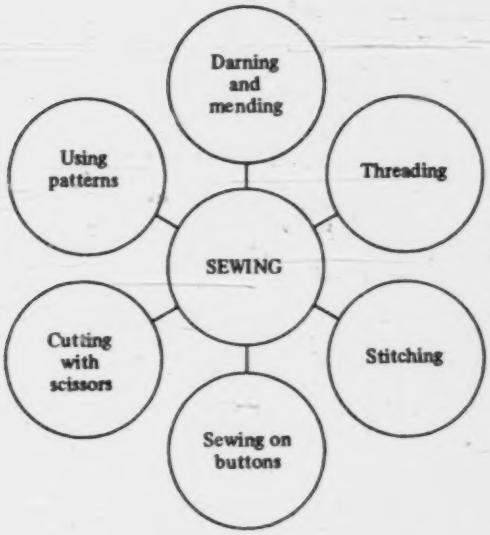

Figure G-6. Skill Components for Sewing

Figure G-7. Skill Components for Home Management

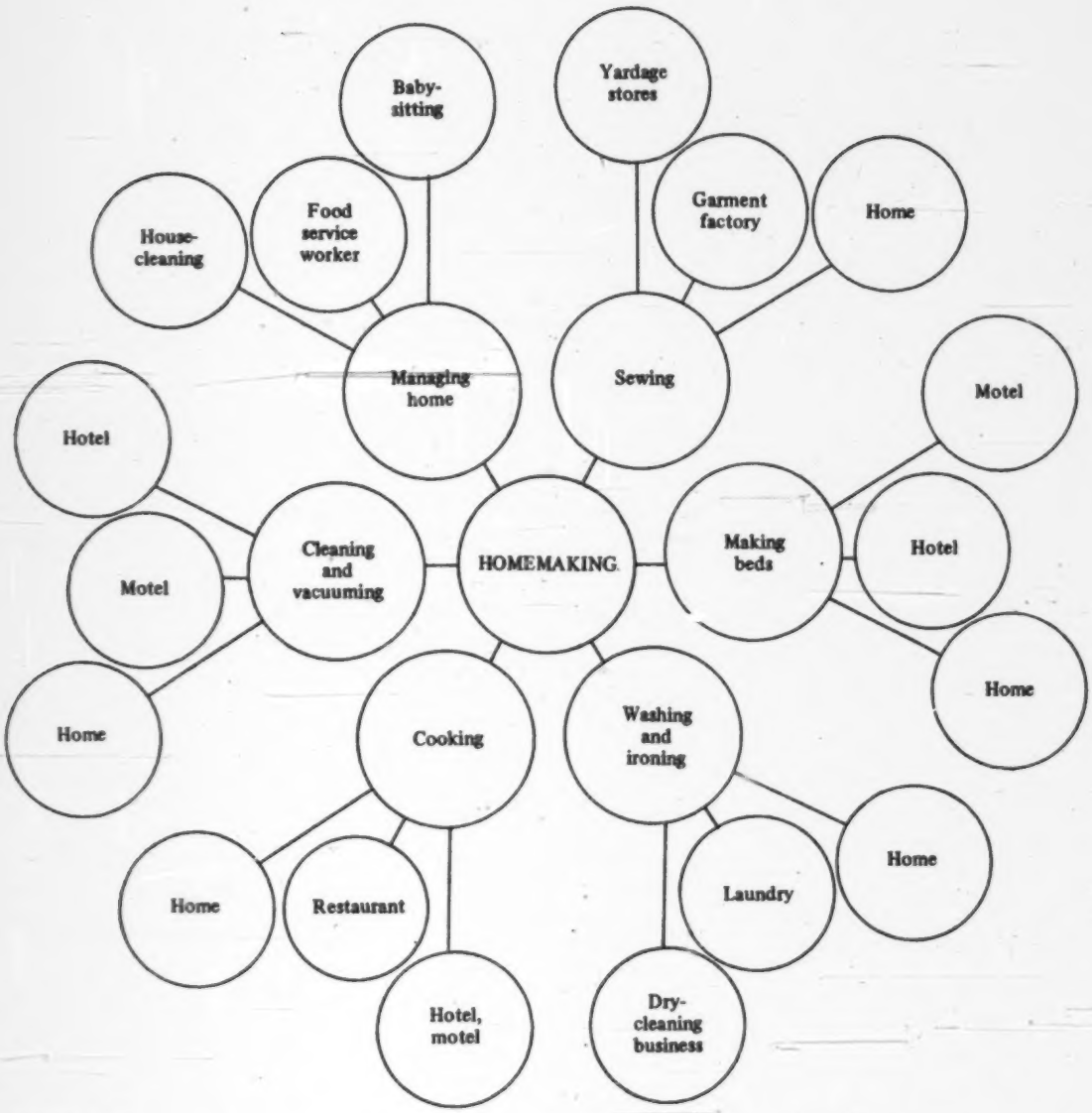

Figure G-8. The End Goal: Community Homemaking Jobs

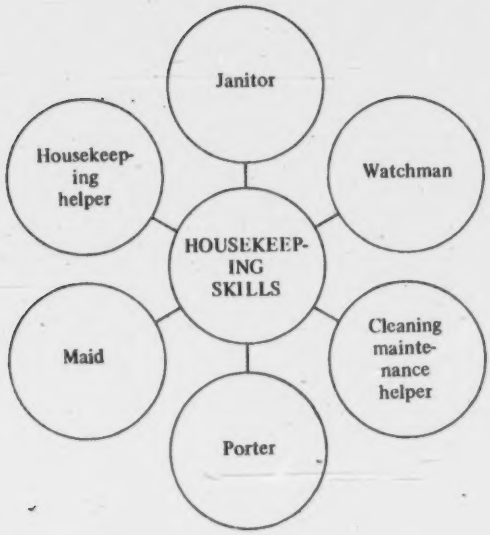

Figure G-9. The Occupational Area of HOUSEKEEPING

Figure G-10. Skill Components for Janitor

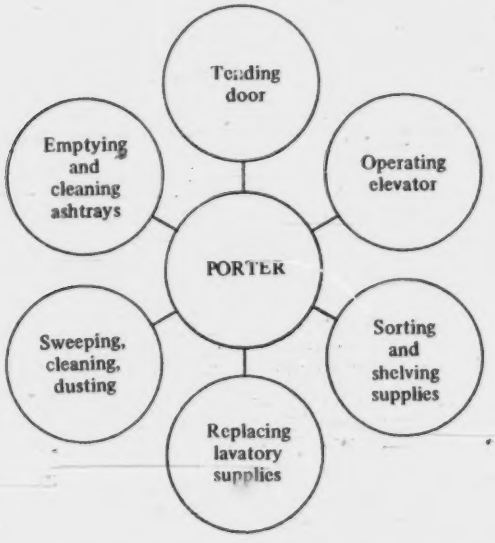

Figure G-11. Skill Components for Porter

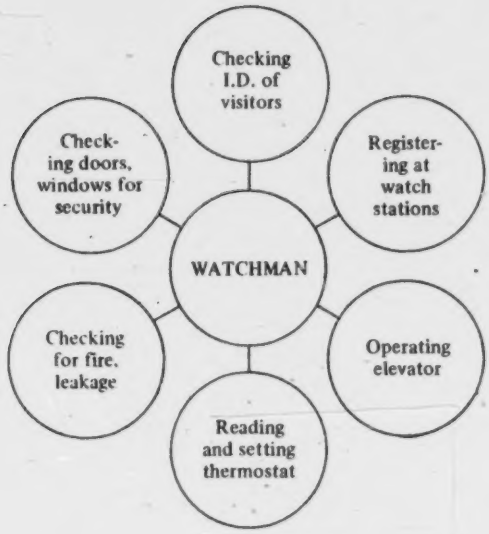

Figure G-12. Skill Components for Watchman

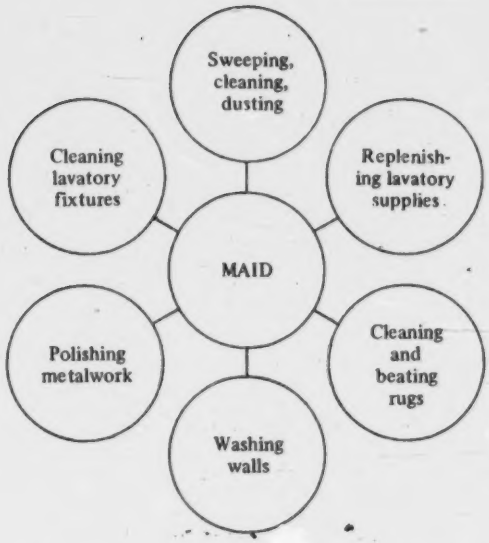

Figure G-13. Skill Components for Maid

Figure G-14. Skill Components for Housekeeping Helper

Arranging equipment and furniture
Carrying equipment and supplies
Painting with brush and spray gun
MAINTE-NANCE HELPER
Picking up trash
Making repairs as necessary
Clean-ing pools and filtra-tion systems

Figure G-15. Skill Components for Maintenance Helper

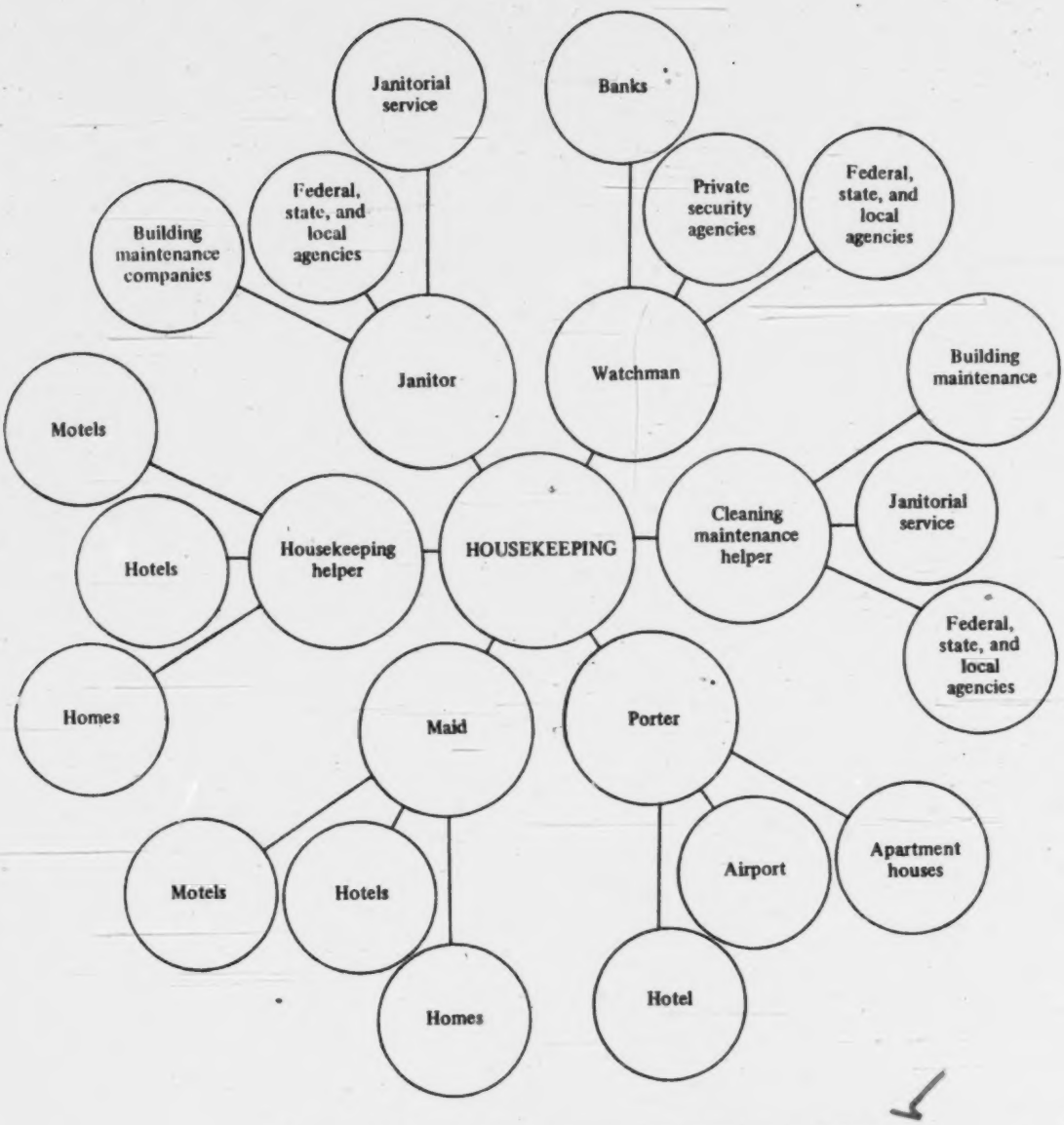

Figure G-16. The End Goal: Community Housekeeping Jobs

Figure G-17. The Occupational Area of FOOD SERVICES

Scraping dishes, trays, and pans
Washing dishes, silver, and pans (by hand)
Washing dishes, silver, pans (by machine)
DISHWASHER
Storing or shelving dishes, cooking utensils
Clearing dishes from table, cart, and tray
Polishing and burnishing silver, wrapping silver

Figure G-18. Skill Components for Dishwasher

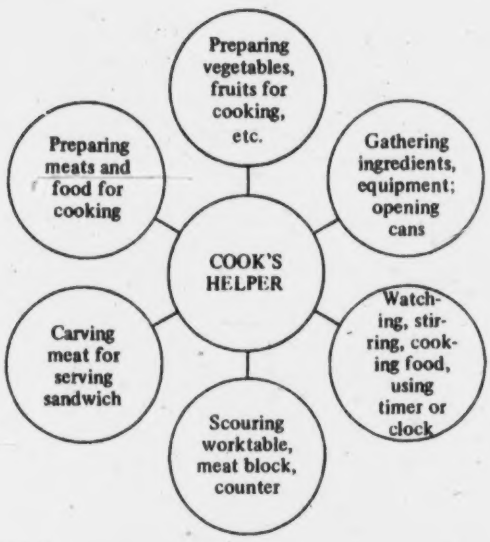
Preparing vegetables, fruits for cooking, etc.
Preparing meats and food for cooking
Gathering ingredients, equipment; opening cans
COOK'S HELPER
Carving meat for serving sandwich
Watching, stirring, cooking food, using timer or clock
Scouring worktable, meat block, counter

Figure G-19. Skill Components for Cook's Helper

Figure G-20. Skill Components for Cashier

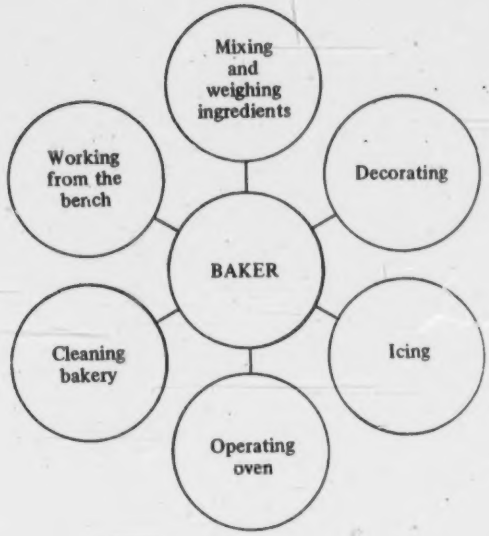

Figure G-21. Skill Components for Baker

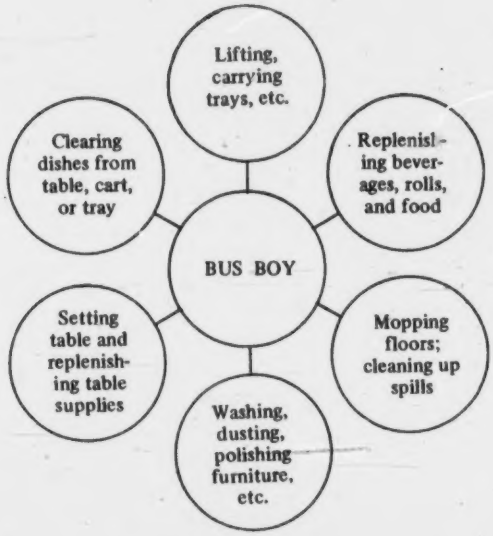
Lifting, carrying trays, etc.
Clearing dishes from table, cart, or tray
Replenishing beverages, rolls, and food
BUS BOY
Setting table and replenishing table supplies
Mopping floors; cleaning up spills
Washing, dusting, polishing furniture, etc.

Figure G-22. Skill Components for Bus Boy

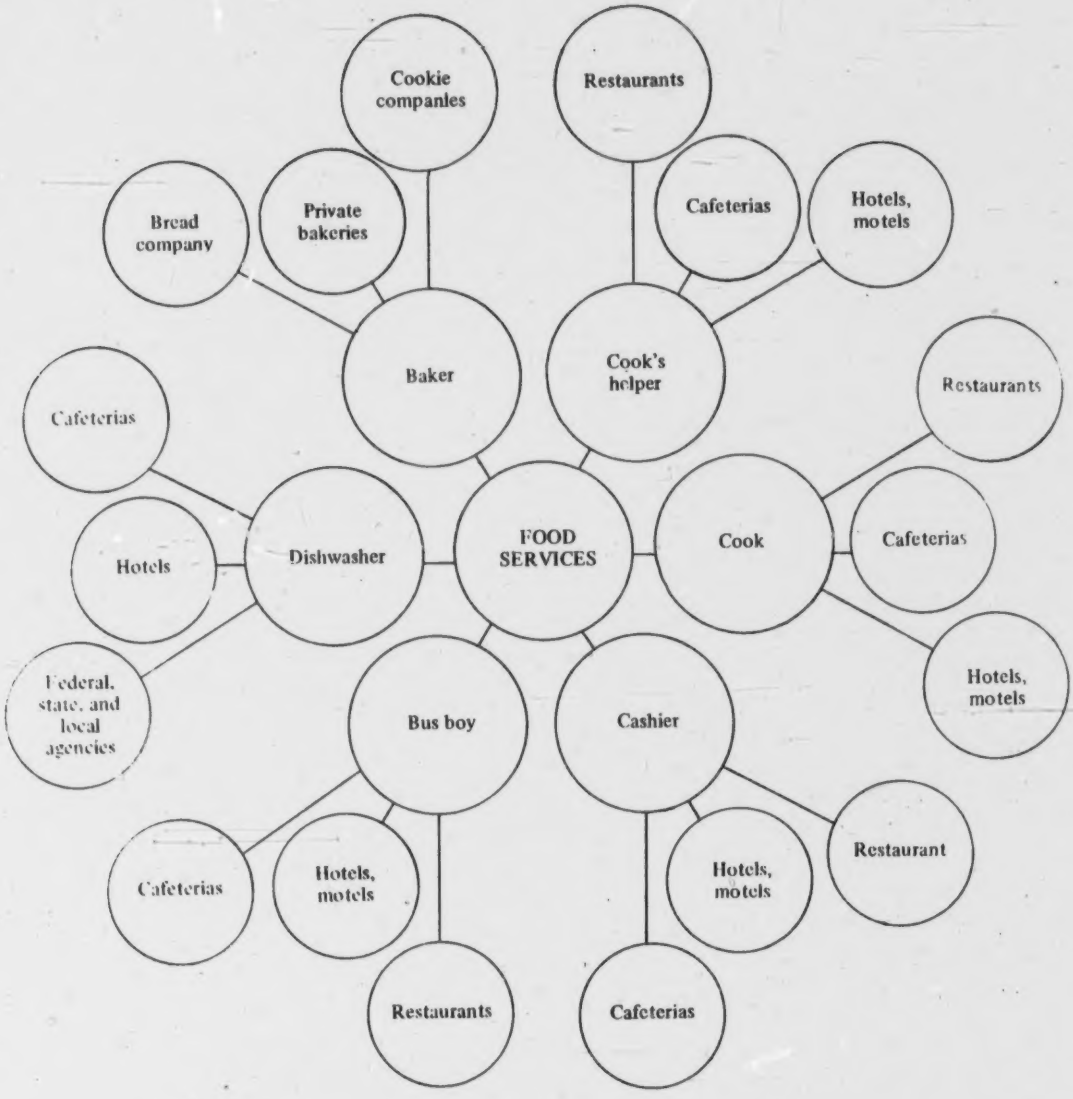

Figure G-23. The End Goal: Community Jobs in Food Services

Figure G-24. The Occupational Area of BUILDING TRADES

Figure G-25. Skill Components for Laundry Helper

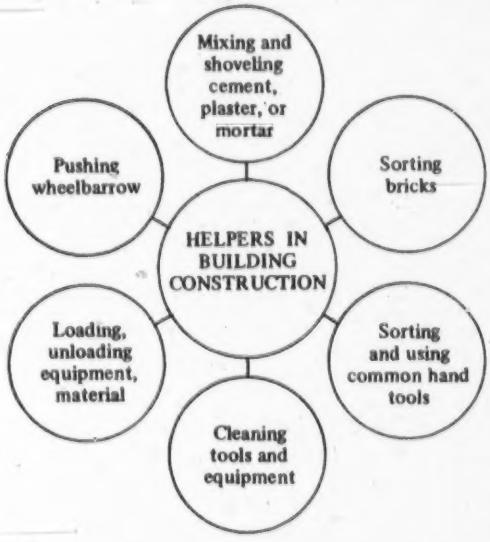
Mixing and shoveling cement, plaster, or mortar
Pushing wheelbarrow
Sorting bricks
HELPERS IN BUILDING CONSTRUCTION
Loading, unloading equipment, material
Sorting and using common hand tools
Cleaning tools and equipment

Figure G-26. Skill Components for Helpers in Building Construction

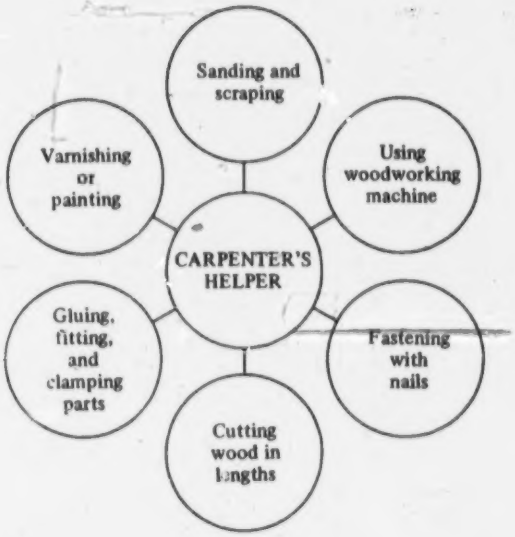

Figure G-27. Skill Components for Carpenter's Helper

Figure G-28. Skill Components for Painter's Helper

Figure G-29. Skill Components for Rug Cleaner

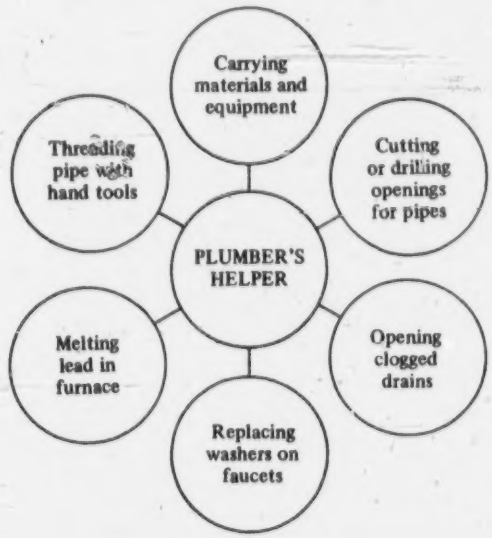
Carrying materials and equipment
Threading pipe with hand tools
Cutting or drilling openings for pipes
PLUMBER'S HELPER
Melting lead in furnace
Opening clogged drains
Replacing washers on faucets

Figure G-30. Skill Components for Plumber's Helper

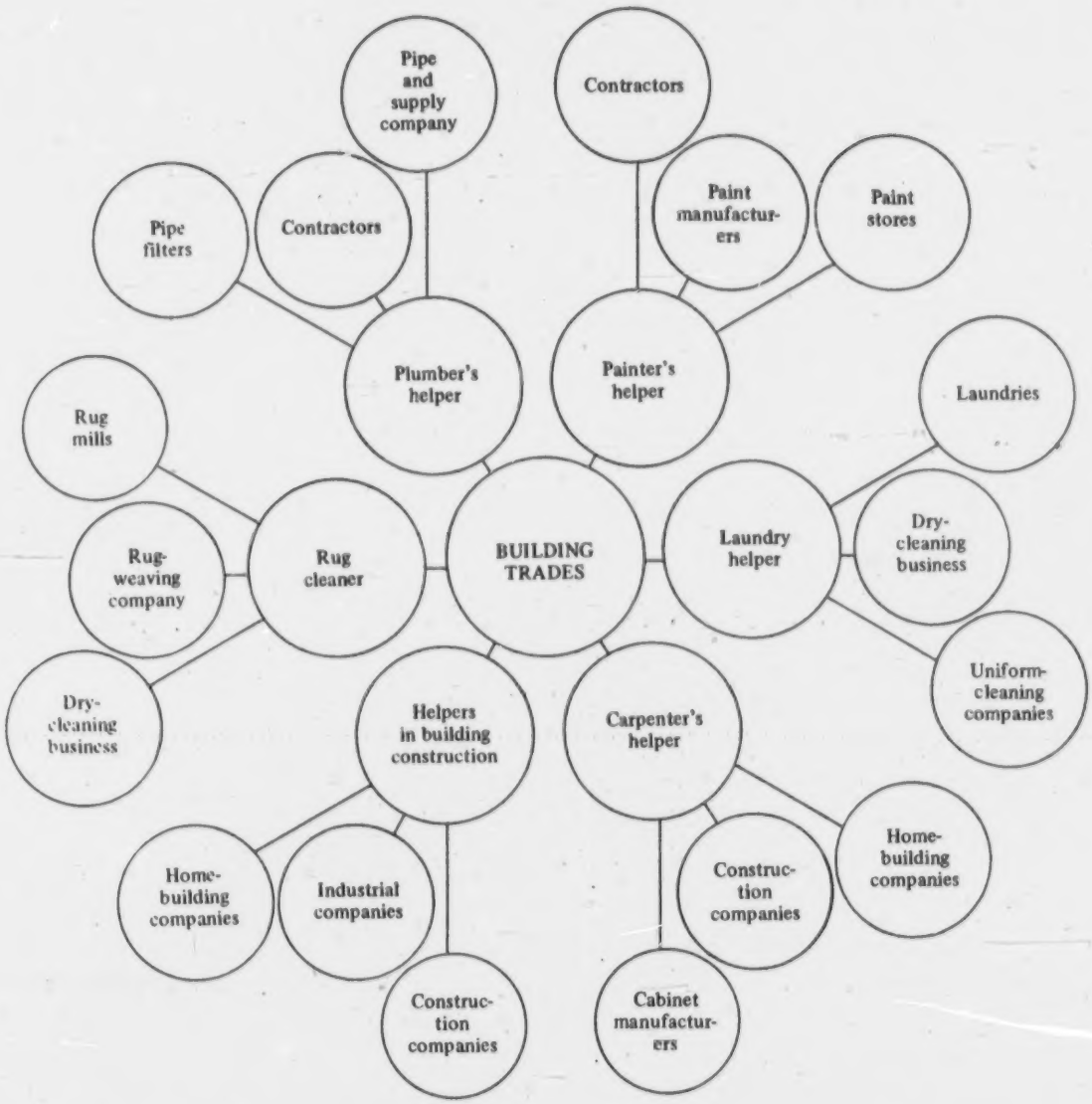

Figure G-31. The End Goal: Community Jobs in Building Trades

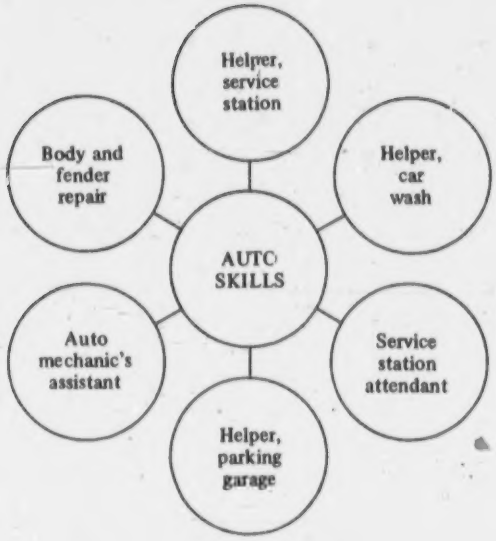

Figure G-32. The Occupational Area of AUTO SKILLS

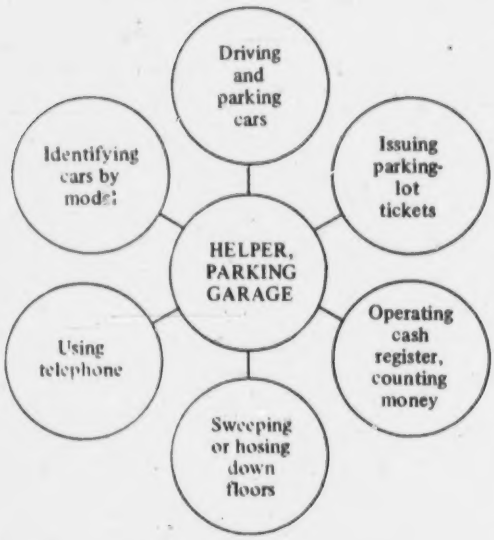

Figure G-33. Skill Components for Helper, Parking Garage

Figure G-34. Skill Components for Helper, Service Station

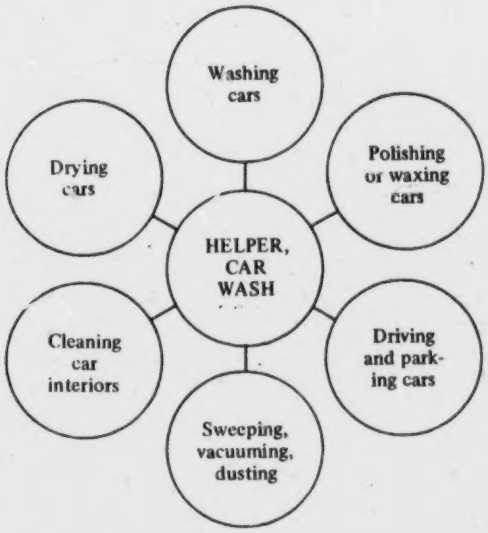

Figure G-35. Skill Components for Helper, Car Wash

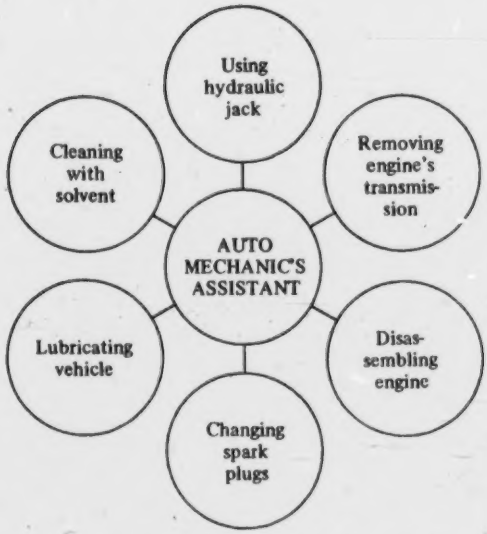

Figure G-36. Skill Components for Auto Mechanic's Assistant

Figure G-37. Skill Components for Service Station Attendant

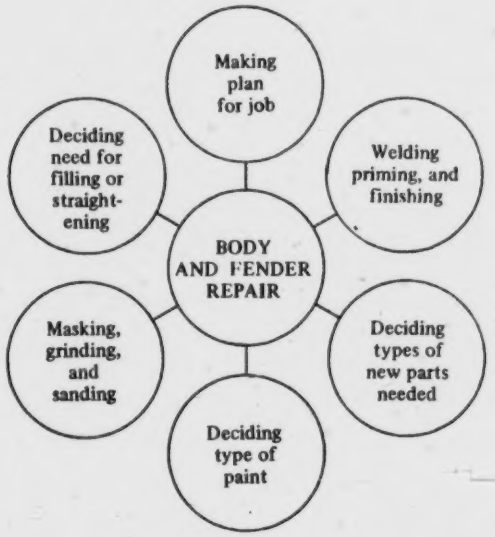
BODY AND FENDER REPAIR
Making plan for job
Welding priming, and finishing
Deciding types of new parts needed
Deciding type of paint
Masking, grinding, and sanding
Deciding need for filling or straightening

Figure G-38. Skill Components for Body and Fender Repair

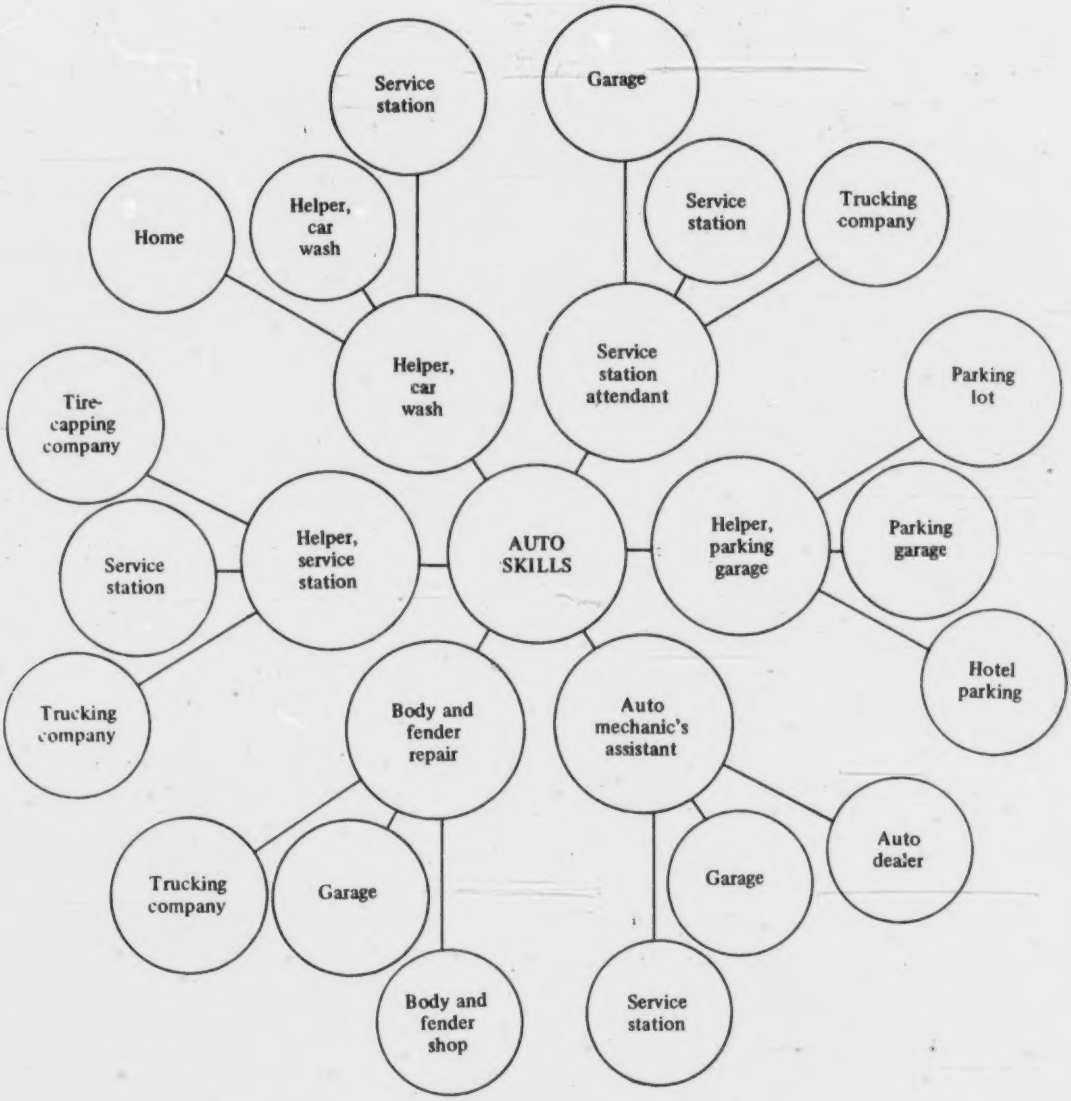

Figure G-39. The End Goal: Community Jobs in Auto Skills

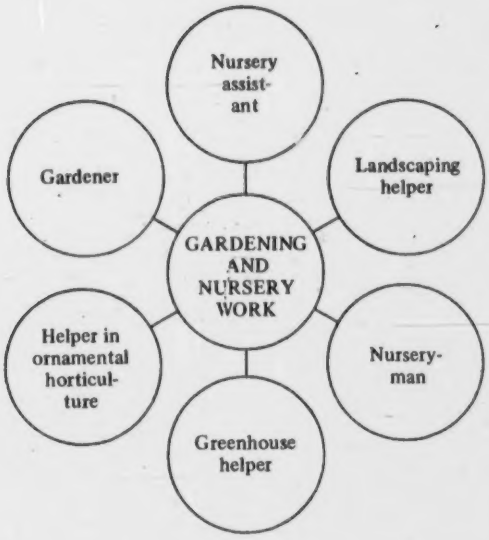

Figure G-40. The Occupational Area of GARDENING AND NURSERY WORK

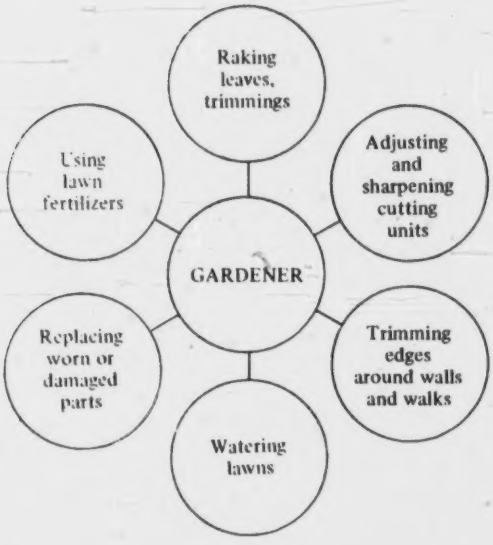

Figure G-41. Skill Components for Gardener

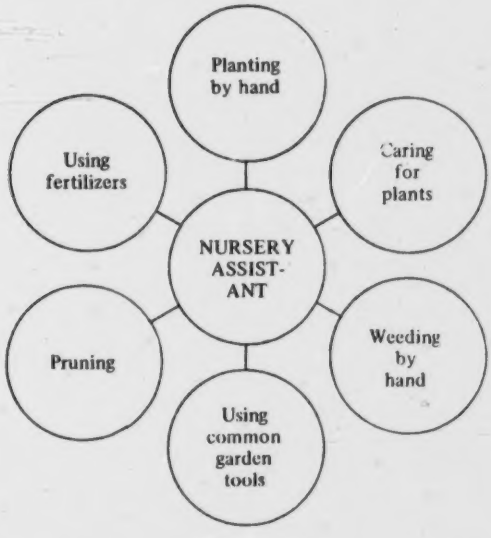

Figure G-42. Skill Components for Nursery Assistant

Figure G-43. Skill Components for Landscaping

Selecting and purchasing seed, fertilizer
Knowing soil content
Having knowledge of plant germination
NURSERYMAN
Mixing soil with other materials
Selecting kinds and amounts of plants to grow
Fumigating plants to kill insect pests

Figure G-44. Skill Components for Nurseryman

Figure G-45. Skill Components for Ornamental Horticulture

Figure G-46. Skill Components for Working in Greenhouse Operations

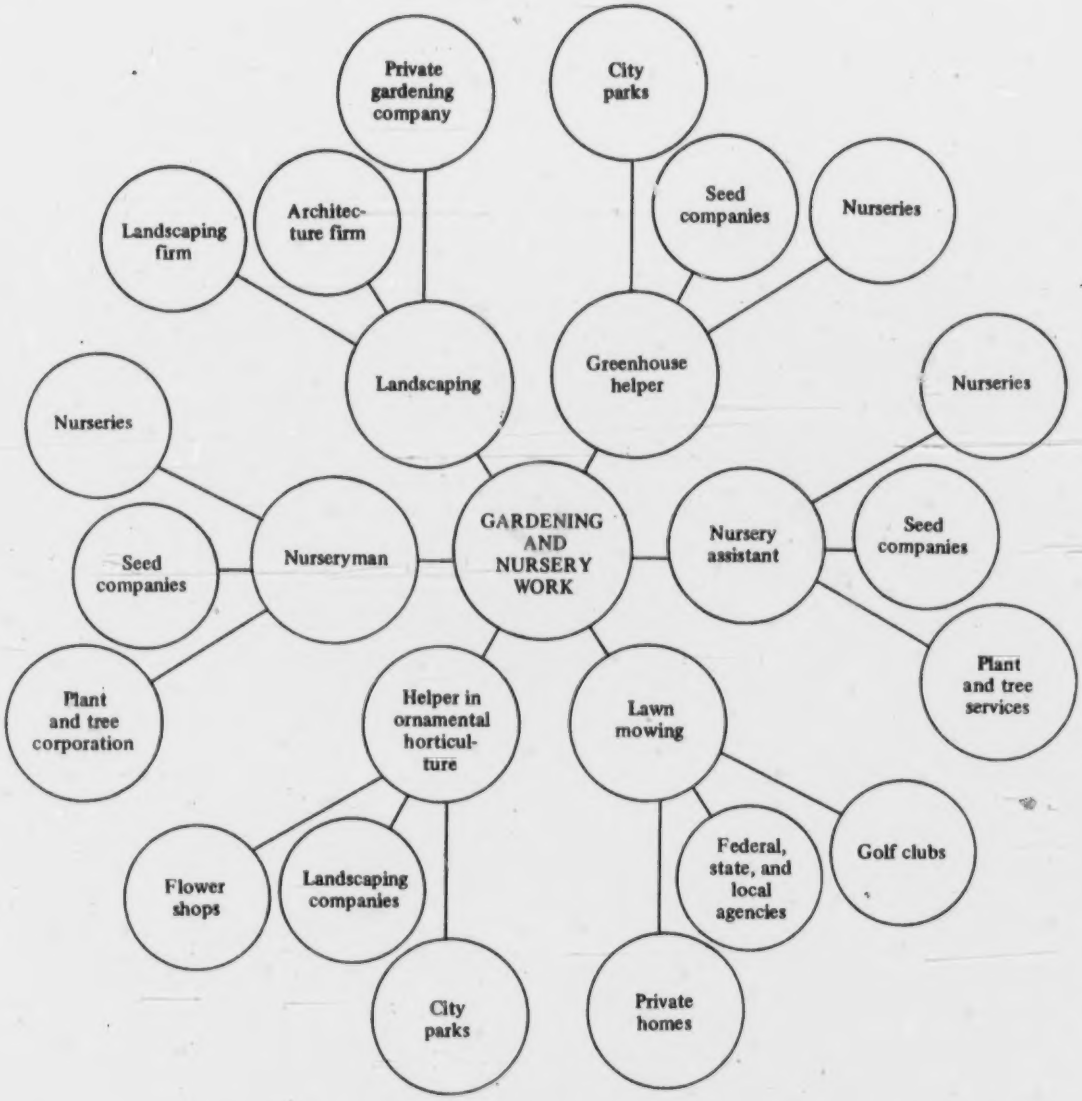

Figure G-47. The End Goal: Community Jobs in Gardening and Nursery Work

APPENDIX H

Forms to Submit to

State Department of Education

for Approval of a Special Class

MR-7A

State of Maine
DEPARTMENT OF EDUCATION
Augusta, Maine 04330

APPLICATION FOR APPROVAL OF A SPECIAL CLASS FOR MENTALLY RETARDED CHILDREN IN PUBLIC SCHOOLS

1. TO BE FILED IN DUPLICATE NOT LATER THAN OCTOBER 15.
2. PLEASE TYPE OR PRINT IN INK ALL INFORMATION REQUIRED.
3. PLEASE MAKE A SEPARATE APPLICATION FOR EACH CLASS.
4. PLEASE LIST TUITION STUDENTS AFTER THE RESIDENT PUPILS.
5. SUPERINTENDENT'S COPY MUST BE KEPT ON FILE FOR A MINIMUM OF FIVE YEARS.

SUPERINTENDENT OF SCHOOLS

NAME_____

OFFICIAL ADDRESS_____

_____

_____

MR-7A

Building and community where class is located? _____

_____

DATA ON ALL TEACHERS DOING ANY WORK WITH THESE CHILDREN. Also list any full-time aide.

Name	Yearly Salary	Type of Certificate Held

DATA ON ALL CHILDREN ENROLLED IN THIS CLASS (ALPHABETICALLY).
PLEASE LIST TUITION STUDENTS AFTER RESIDENT PUPILS and name sending town.

Name of Pupil	Date of Birth	Individual Psychological Examination				
		Name of Test and Tester	Date Given	CA	MA	IQ

Part A

MR-11

MAINE STATE DEPARTMENT OF EDUCATION

SPECIAL EDUCATION FOR MENTALLY RETARDED CHILDREN

Date_____

INITIAL APPLICATION FOR APPROVAL

This report is to be completed by or under the direction of the superintendent of schools.

I. Name of Child_____
Last First Middle

II. Address_____

III. Information regarding parents or legal guardians.

	Mother	Father
Name	_____	_____
Address	_____	_____
Occupation	_____	_____

IV. Date of Child's Birth_____ Sex_____
Month Day Year

V. Chronological Age_____ _____ No. of children in family___
years months No. older than this child___

* *

VI. Type of special educational program in which this child is to participate. (COMPLETE ONLY A, B, OR C, THE SECTION THAT PERTAINS TO THE TYPE OF PROGRAM IN WHICH THIS CHILD IS TO PARTICIPATE. Parts B and C on other Side.)

A. PUBLIC SCHOOL SPECIAL CLASS FOR EDUCABLE MENTALLY RETARDED CHILDREN

1. Name or title of special class_____

2. School or building where special class is maintained_____
_____

3. City or town_____

4. Teacher's name_____

To the best of my knowledge, the preceding data is correct and I recommend this child for this special educational program for educable mentally retarded.

Signed:_____
Superintendent of Schools

_____
City or town applying for approval

MR-11 Part A Continued

B. INDIVIDUAL INSTRUCTIONAL PROGRAM FOR AN EDUCABLE MENTALLY RETARDED CHILD.

1. Name and Address of building where this child is to receive individual instruction if other than his home.

_____

2. City or town where instruction is to be given_____.

3. Name of teacher_____.

4. Type of certification held_____.

5. It is planned that instruction will be given_____hours per day for_____days per week a period of_____weeks each school year.

C. PRIVATE SCHOOL OR CLASS FOR EDUCABLE MENTALLY RETARDED CHILDREN

1. Name of private school or class._____

2. Address_____

3. Name of person in charge_____

Part B

CONFIDENTIAL

REPORT OF INDIVIDUAL PSYCHOLOGICAL EXAMINATION

Results of a Stanford Binet or a Wechsler are required. From age 16 on a WAIS is preferred.

To be completed by the qualified person administering the psychological examination(s).

Name of Child _____

Address _____

Name of Parents or Guardians

Mother _____ Father _____

Address _____ _____

Date of Child's Birth _____ Sex _____
Month Day Year

Chronological Age _____ Mental Age _____
years months years months

Date of Examination _____

Name of Test(s) _____ Form(s) _____

_____ _____

Intelligence Quotient _____

Examiner _____ Address _____

TEST SUMMARY

Date: _____ Signed: _____
Psychological Examiner

MR-10

State of Maine
DEPARTMENT OF EDUCATION
Augusta

Date_____19__

Superintendent of Schools_____

Address_____

I am reporting the following changes in enrollment:

Name of Student_____

Teacher's Name_____

Disposition of Case_____

_____

_____

Name of Student_____

Teacher's Name_____

Disposition of Case_____

_____

_____

Name of Student_____

Teacher's Name_____

Disposition of Case_____

_____

_____

If a child leaves the program or is transferred within a school system, state the reason. If child moves from the school system advise this office, if possible, of new address.

If a child is added to the program, report the date of birth, the name of the test used and the name of the tester, the date the test was given, the chronological and mental age of the child and the child's I.Q.